শিক্ষাৰত্ন ড° দণ্ডেশ্বৰ গগৈৰ জীৱনী আৰু কৃতী

"সা বিদ্যা যা বিমুক্তয়ে"

ৰাজ্যিক অধিবিদ্যা পৰিষদ, অসম

ৰাজ্যিক অধিবিদ্যা পৰিষদ
অসম

Siksha Ratna Dr. Dandeswar Gogoir Jivani aru Kriti,
(a) Life and works of Siksha Ratna Dr. Dandeswar Gogoi edited by Prabin Barthakur and published by Shri Lakheswar Buragohain, Secy. State Academic Council, Assam, First Edition 1996.

Published by : State Academic Council Assam.

First Edition : Sept. 1996.

Price : Rs, 50·00 Only

Printed by : Bidyut Kumar Guha.
Sri Saraju Printing Works
618/A, G. T. Road (Battala)
P. O. Serampur, Hooghly.
Phone : 62-1423

EDITORIAL BOARD

1. **Sri Pabindra Nath Bhattacharyya—**
   Working President, State Academic Council—President.
2. **Rri Lakheswar Buragohain—**
   General Secy, State Academic Council—Member.
3. **Sri Prabin Barthakur— Editor.**
4. **Sri Dimbeswar Chetia— Editor Associate.**
5. **Sri Phani Barua, Jt. Secy. State Academic Council—Member.**
6. **Sri Radha Gogoi—Jt. Secy. State Academic Council—Member**
7. **Sri Hasim Ali— Member.**

কৃতজ্ঞতা

শিক্ষাৰত্ন ড° দণ্ডেশ্বৰ গগৈদেৱৰ জীৱনী আৰু কৃতী খন ছপা কৰিবৰ কাৰণে

উচ্চতৰ মাধ্যমিক শিক্ষা সংসদলৈ

আৰু

মাধ্যমিক শিক্ষা পৰিষদলৈ

আৰ্থিক অনুদানৰ কাৰণে,

ৰাজ্যিক অধিবিত্তা পৰিষদে

গভীৰ কৃতজ্ঞতা প্ৰকাশ কৰিছোঁ।

সীমিত সময়ৰ ভিতৰতে ছপাকাম সম্পাদন কৰি দিবাৰ কাৰণে

শ্ৰীবিদ্যুৎ কুমাৰ গুহ, অসম বুক ডিপোৰ স্বত্বাধিকাৰী

আন্তৰিক শলাগ লোৱা হ'ল।

সম্পাদনা সমিতি

TO ALL THOSE

Who are committed

To the rejuvenation

EDUCATION

State Academic Council
Assam

শিক্ষাৰত্ন ড° দণ্ডেশ্বৰ গগৈদেৱৰ
জীৱনী আৰু কৃতী

সূচীপত্ৰ

(অসমীয়া বিভাগ)

পৃষ্ঠা

১। পাতনি— ... ১

Photo graph : ডিব্ৰুগড় বিশ্ববিদ্যালয়ত ডিলিট উপাধি প্ৰদান

২। অধিবিদ্যা পৰিষদৰ সম্পাদকৰ একাষাৰ। ... ৪

৩। উদ্ধৃতি : অশ্ৰুমালাৰ পৰা—ড° গগৈদেৱৰ লিখনিৰ পৰা ... ৬

৪। ড° গগৈদেৱে কৈছিল ... ৮

৫। ড° দণ্ডেশ্বৰ গগৈদেৱ : থোৰতে মানুহজন ... ৯

৬। শিক্ষাৰত্ন ড° দণ্ডেশ্বৰ গগৈ : শ্ৰীমুনীন্দ্ৰনাথ শইকীয়া
প্ৰাক্তন সাধাৰণ সম্পাদক, ৰাজ্যিক অধিবিদ্যা পৰিষদ ... ১০

৭। দণ্ডেশ্বৰ গগৈদেৱৰ সোঁৱৰণত : ড° সূৰ্য্যকান্ত বৰপূজাৰী ... ১৪

৮। দণ্ডেশ্বৰ গগৈদেৱৰ সোঁৱৰিছোঁ : শ্ৰীডিম্বেশ্বৰ চেতিয়া ... ১৭

৯। শিক্ষাৰত্ন ড° দণ্ডেশ্বৰ গগৈদেৱ আৰু : কিছু প্ৰাসঙ্গিক কথা
শ্ৰীপবিত্ৰনাথ ভট্টাচাৰ্য্য, কাৰ্য্যকৰী সভাপতি, ৰাজ্যিক অধিবিদ্যা পৰিষদ ২০

গগৈদেৱৰ লিখনি :

১০। মোৰ জীৱন সোঁৱৰণ— ... ২৫

১১। যুৱকৰ প্ৰতি বিবেকানন্দৰ বাণী— ... ৩৩

১২। শিক্ষা সংস্কাৰ আৰু উত্তৰ পুৰুষৰ ভৱিষ্যত— ৩৪

১৩। বিশ্ব পাৰিপাৰ্শ্বিকতা দিবসৰ তাৎপৰ্য্য— ... ৩৬

১৪। নতুন শিক্ষানীতি : ইয়াৰ বাস্তৱিক দিশ ... ৩৮

১৫। চিঠি পত্ৰ আৰু প্ৰস্তাৱৰ প্ৰতিলিপি— ... ৪০

১৬। স্বৰ্গীয় মাধৱৰাম গগৈৰ সোঁৱৰণত এটি চমু আভাস। ... ৪২

১৭। নতুন শিক্ষানীতিৰ আধাৰত শিক্ষাৰ প্ৰকাৰ আৰু স্বৰূপ ... ৪৪

১৮। ৰাষ্ট্ৰিয় পৰ্য্যায়ত অসমৰ স্কাউট গাইডৰ ভূমিকা ... ৪৬

পাতনি

ৰাজ্যিক অধিবিদ্যা পৰিষদ, অসমৰ উচ্চ আৰু উচ্চতৰ মাধ্যমিক বিদ্যালয় সমূহৰ প্ৰধান সকলৰ এখন শিক্ষাসদী অনুষ্ঠান। অসম চৰকাৰে ১৯৮৭ চনৰ অক্টোবৰ মাহৰ ৬ তাৰিখে এই অধিবিদ্যা পৰিষদক, মাধ্যমিক শিক্ষাৰ ক্ষেত্ৰত এখন উপদেষ্টা সমিতি (advisory body) হিচাবে স্বীকৃতি দিয়ে।

১৯৭৮ চনত গোলাঘাট জিলাত বহা প্ৰথমখন ৰাজ্যিক অধিবেশনতে শিক্ষাবন্ধু ড° দণ্ডেশ্বৰ গগৈ দেৱক ৰাজ্যিক অধিবিদ্যা পৰিষদৰ সভাপতি নিৰ্বাচিত কৰা হয়। অসমৰ মাধ্যমিক শিক্ষা জগতৰ লগত অতি ওতঃপ্ৰোতভাবে জড়িত গগৈদেৱে নিজৰ অতীৱ কৰ্ম ব্যস্ততাৰ মাজতো অধিবিদ্যা পৰিষদ খনক সঠিক দিশেদি আগুৱাই নিবলৈ দায়িত্ব গ্ৰহণ কৰিছিল। তেখেতে একেৰাহে ১২ বছৰ কাল অধিবিদ্যা পৰিষদৰ সভাপতিৰ দায়িত্বত থাকি অধিবিদ্যা পৰিষদ খনক এখন প্ৰকৃত শিক্ষাসদী অনুষ্ঠান হিচাবে গঢ় দি গ'ল।

স্বভাৱতে কৰ্মযোগী গগৈদেৱ অকল সভাপতিয়ে নাছিল, প্ৰকৃত অৰ্থত আমি তেখেতক অধিবিদ্যা পৰিষদ নামৰ অনুষ্ঠানটোৰ বাহিৰত প্ৰতিজন সদস্যই এজন Friend, Philosopher and guide হিচাবে পাইছিলো।

এই গৰাকী মহান ব্যক্তিৰ সান্নিধ্যৰ গৌৰৱেৰে গৌৰৱান্বিত অধিবিদ্যা পৰিষদে ১৯৮৪ চনৰ ডিব্ৰুগড় অধিবেশনত তেখেতৰ ৰচনাৱলী সংকলন কৰি ছপা কৰিবলৈ সিদ্ধান্ত গ্ৰহণ কৰে। সেই মৰ্মে অসমৰ বিভিন্ন বাতৰি কাকতৰ যোগেদি তেখেতৰ ৰচনাৱলী কাৰোবাৰ হাতত থাকিলে আমালৈ পঠাবলৈ আবেদন জনোৱা হৈছিল।

বিভিন্ন কাকত পত্ৰ আৰু তেখেতৰ বিষয়ে লিখা শ্ৰদ্ধাঞ্জলীসমূহৰ পৰা গগৈদেৱৰ অসীম কৰ্ম ব্যস্ততাৰ, বিশেষকৈ মাধ্যমিক শিক্ষাৰ প্ৰসাৰ আৰু প্ৰচাৰৰ ক্ষেত্ৰত অনবদ্য অবদানৰ কথা উমান পাব পাৰি। বিভিন্ন অনুষ্ঠান প্ৰতিষ্ঠান আৰু সংস্থাৰ লগত তেখেতে কেনেকৈ আৰু কি ঐশ্বৰিক শক্তিৰ বলত সংগতি ৰক্ষা কৰি নিজ কৰ্তব্য নিয়াৰীকৈ পালন কৰিছিল সেই কথা ভাবিলে, মূৰ আপোনা-আপুনি দোঁখাই যায়।

পিচে গগৈচাৰৰ লিখনি ঢেৰ নহয়। অনুমান হয় তেখেতে প্ৰবন্ধপাতি লিখিবলৈ হয় উৎসাহী নাছিল নতুবা সময় নেপাইছিল।

প্ৰবন্ধ পাতিসমূহ যুগুতোৱাৰ ক্ষেত্ৰত গগৈদেৱৰ পৰিয়ালৰ পৰা আশাতীত সহাঁৰি পোৱা গ'ল। বিশেষকৈ তেখেতৰ বোৱাৰিয়েক শ্ৰীমতী অঞ্জু গগৈয়ে শহুৰেকৰ প্ৰতিখন কাগজ ইমান আটোমটোকাৰিকৈ ৰাখিছে যে বহুতে নিজৰ লাগতিয়াল কাগজ পত্ৰও এনেকৈ নেৰাখে। আমি সন্নিবিষ্ট কৰা প্ৰবন্ধ লানিৰ অধিকাংশ তেনেকৈয়ে পোৱা।

ভাৰত স্কাউট আৰু গাইডৰ কাৰ্য্যালয়ৰ পৰা পোৱা সহাঁৰিৰ কথাও কৃতজ্ঞতাৰে

সুৰ*ৰিছো। স্কাউট আৰু গাইড সম্পৰ্কীয় গগৈদেৱৰ প্ৰবন্ধ কেইটাৰ এটাৰ বাহিৰে বাকী আটাই কেইটা তেখেত সকলৰ আলোচনীৰ পৰা তুলি অনা হৈছে।

পি'চ এইখিনেই যথেষ্ট নহয়। এই কিতাপখন গগৈদেৱৰ জীৱন গৱেষণাৰ কাৰণে এখন পাতনিহে। যোগ্য ব্যক্তিৰ কাৰণে তেখেতৰ জীৱন, কৰ্ম পদ্ধতি, ঐকান্তিকতা আৰু অবদান সম্পৰ্কীয় সমলৰ ওপৰত গৱেষণা কৰিব লগিয়া বহুত সমল / তথ্য ওলাব, আমাৰ প্ৰচেষ্টা সেই গৱেষণাৰ কাৰণে কিছু সহায়ক হলেও সাৰ্থক হৈছে বুলি ভাবিম।

তথাপিও এটা কথা, আমি প্ৰবন্ধপাতি সমূহৰ ক্ৰমৰক্ষা কৰি সজাব পৰা নাই। গগৈদেৱৰ লিখনি সমূহৰ অধিকাংশই type কৰা, তাত চন তাৰিখৰ উল্লেখ নাই। অৱশ্যে চহী আছে। গগৈদেৱ নিজৰ লিখানসমূহত তাৰিখ দিয়াত সচেতন নাছিল। কিছু গৱেষণা লব্ধজ্ঞান আমাৰ থকা হ'লে বা প্ৰবন্ধপাতি লিখাৰ উৎস কিবা আৱিষ্কাৰ কৰিব পৰা হেতেন, গগৈদেৱৰ ৰচনা সমূহ ক্ৰমৰক্ষা কৰি সজাব পাৰিলে, পুথিখনৰ সৌষ্ঠৱ বৃদ্ধি হ'লহেতেন। আমাৰ সীমাবদ্ধতা স্বীকাৰ কৰিছো।

সংকলন খনৰ কাম হাতত লওঁতেই প্ৰাক্তন সম্পাদক শ্ৰীমুনীন্দ্ৰ শইকীয়াদেৱে যথেষ্ট দিহা পৰামৰ্শ দিলে, দিয়াৰ উপৰিও সাহস যোগালে, উৎসাহ বঢ়ালে। তেখেতলৈ অকৃত্ৰিম কৃতজ্ঞতা প্ৰকাশ কৰিছো। ৰাজ্যিক অধিবিদ্যা পৰিষদে নিজে দায়িত্বলৈ সংকলন কৰিবলৈ নিদিয়া হ'লে এনে কাম আমাৰ যোগ্যতাৰ বাহিৰত। কাৰ্য্যকৰী সভাপতি শ্ৰীযুত পবিত্ৰনাথ ভট্টাচাৰ্য্যদেৱ, ৰাজ্যিক সম্পাদক শ্ৰীযুত লক্ষেশ্বৰ বুঢ়াগোহাঁইদেৱ, যুটীয়া সম্পাদক শ্ৰীযুত ফণীবৰুৱাদেৱ, সকলো সময়তে আমাৰ লগত ছাঁৰ দৰে লাগি আছিল। সম্পাদনা সমিতিৰ সহযোগী সম্পাদক শ্ৰীযুত ভিৱেশ্বৰ চেতিয়াদেৱ আৰু যুটীয়া সম্পাদক শ্ৰীযুত ৰাধা-গগৈদেৱ আৰু সদস্য শ্ৰীযুত হাচিম আলী দেৱৰ দিহা পৰামৰ্শই কিতাপখন প্ৰকাশিত হোৱাত সহায়ক হ'ল।

শিক্ষাবন্ধু গগৈদেৱৰ পুত্ৰ আৰু বোৱাৰী, এই দুয়োগৰাকী ব্যক্তিৰ সম্পূৰ্ণ সহায় সহযোগ আৰু আন্তৰিকতা অবিহনে—এই পুথি সংকলন সম্ভৱেই নহল হেতেন। তেখেত সকলৰ সযত্ন পালিত নথিপত্ৰ সমূহৰ পৰাহে—এই সংকলন প্ৰকাশিত হ'ল। তেখেত সকলৰ ওচৰত ঋণ স্বীকাৰ কৰিছো।

অৱশেষত, শিক্ষা সম্পৰ্কীয় সাগৰ সংকাশ জ্ঞান, অপূৰ্ব কৰ্ম নিষ্ঠাৰে চাৰি কুৰিৰ দেওনা পাৰ হোৱা গগৈদেৱৰ ব্যক্তিত্বৰ কথা আমি নিজে একো কব খোজা নাই। সুৰভি সাহিত্য সমাজে গগৈদেৱৰ আদ্য শ্ৰাদ্ধৰ দিনা ততাতৈয়াকৈ প্ৰকাশ কৰা শ্ৰদ্ধাঞ্জলি পুথি, "অশ্ৰুমালা" খনৰ পৰা কেই গৰাকীমান লিখকৰ উদ্ধৃতি প্ৰকাশ কৰিছো।

আমি ভাবো, পৃথিৱীত মানুহে কিবা এটা কৰিবৰ কাৰণেই জন্মলাভ কৰে। কোনোবাই নিতান্ত স্বাৰ্থপৰতাৰে কেৱল নিজৰ কাৰণে কৰে—কোনোবাই সমগ্ৰ মানৱ জাতিৰ কাৰণে কৰে। গগৈদেৱে কেৱল শিক্ষাৰ নামতে নিজৰ সমগ্ৰ জীৱন পাত কৰিলে—যাৰ সুদূৰ প্ৰসাৰী সুফল অকল বৰ্তমানেই নহয়—ভৱিষ্যত প্ৰজন্মৰ কাৰণেও সমানে উপযোগী।

লক্ষীমপুৰৰ ভিতৰুৱাল গাৱৰ মাধৱৰাম গগৈ প্ৰাথমিক বিদ্যালয়ৰ পৰা NCERT লৈ চাবে এটা দীঘল পৰিক্ৰমা কৰিলে। যেতিয়াই যি কামতে ব্ৰতী হৈছে তাতে আন্তৰিকভাবে নিজক এৰি দিছে। ব্যক্তিগত কোনো কামনা বাসনা নাই। যিমান নিষ্ঠাৰে NCERT, SCERT, AHSEC বা SEBA-ৰ দায়িত্ব পালন কৰিছে সিমান নিষ্ঠাৰে প্ৰাথমিক বিদ্যালয়, ভাৰত স্কাউট আৰু গাইড বা অধিবিদ্যা পৰিষদৰ দায়িত্ব বহন কৰিছে। কেতিয়াও কোনো অৱস্থাতে কোনো ক্ষেত্ৰতে কোনো ক্ষোভ প্ৰকাশ কৰা নাই। কোনো ৰাগ বিৰাগ নাই। তেখেত অকল অসমৰে নহয়—সমগ্ৰ ভাৰতৰে এজন বিশিষ্ট শিক্ষাবিদ, শিক্ষা সংস্কাৰক। শিক্ষা প্ৰশাসক আৰু শিক্ষা পৰামৰ্শ দাতা হিচাবে বিদিত।

বহুত নিৰাশাৰ মাজত আমাৰ চাৰ আশাৰ বস্তি স্বৰূপ। হতাশাৰ বিপৰীতে গভীৰ প্ৰত্যয় আৰু নিৰাপদ আশ্ৰয়।

বিনীত

শ্ৰীপ্ৰবীণকুমাৰ বৰঠাকুৰ

সম্পাদক

সম্পাদনা সমিতি

ৰাজ্যিক অধিবিদ্যা পৰিষদ অসম

গুৱাহাটী—২৮.৯.৯৬

অধিবিদ্যা পৰিষদৰ প্ৰধান সম্পাদকৰ একাষাৰ

ৰাজ্যিক অধিবিদ্যা পৰিষদ অসমৰ উচ্চ আৰু উচ্চতৰ মাধ্যমিক বিদ্যালয়ৰ প্ৰধান সকলৰ এটি অনুষ্ঠান। এই অনুষ্ঠানটিৰ জন্ম লগ্নৰ পৰাই প্ৰধান সকল জড়িত থাকি বিভিন্ন জিলাত জিলা পৰ্য্যায়ৰ অধিবিদ্যা পৰিষদ গঠন কৰি নিজ নিজ জিলাৰ শৈক্ষিক, প্ৰসাশনিক আদি দিশত শুদ্ধ বাতাবৰণ গঢ়ি তুলিবলৈ চেষ্টা কৰি আহিছে। নগাওঁ জিলা, অবিভক্ত শিৱসাগৰ জিলা, অবিভক্ত দৰং আৰু ডিব্ৰুগড় জিলা অধিবিদ্যা পৰিষদৰ কেইগৰাকীমান প্ৰধানৰ আপ্ৰাণ অধ্যৱসায় যত্নৰ ফলত ১৯৭৪ চনত ৰাজ্যিক অধিবিদ্যা পৰিষদে জন্ম লাভ কৰে। এই সকল শিক্ষাবিদ প্ৰধানক আমাৰ আন্তৰিক শুভেচ্ছা আৰু তেখেত সকলৰ সুস্বাস্থ্য আৰু দীৰ্ঘায়ু কামনা কৰিছো। অন্যান্য সংস্থা সমূহৰ নিচিনাকৈ অধিবিদ্যা পৰিষদে চৰকাৰৰ ওচৰত দাবী উত্থাপন কৰি আন্দোলনৰ কাৰ্য্যসূচী গ্ৰহণ কৰাৰ পৰিবৰ্তে শিক্ষা, শৈক্ষিক আৰু প্ৰশাসনিক দিশত উন্নতি সাধনৰ লগতে বিভিন্ন সময়ত শিক্ষা আয়োগে আৰু মাধ্যমিক সংসদ আৰু পৰিষদে প্ৰবৰ্ত্তন কৰা আঁচনি সমূহ কাৰ্য্যকৰী কৰাত মুখ্য ভূমিকা গ্ৰহণ কৰি আহিছে। সেয়েহে ১৯৮৭ চনৰ ৬ অক্টোবৰ তাৰিখে তেতিয়াৰ নতুন গণপৰিষদ চৰকাৰে অধিবিদ্যা পৰিষদৰ গুৰুত্ব অনুভৱ কৰি পৰিষদক "মাধ্যমিক শিক্ষা উন্নয়ন উপদেষ্টা পৰিষদ" হিচাবে স্বীকৃতি প্ৰদান কৰে। বৰ্তমান অসমৰ প্ৰতি জিলাতে বিদ্যালয় পৰিদৰ্শকক সভাপতি হিচাবে লৈ জিলা অধিবিদ্যা পৰিষদ গঠন কৰি জিলা সমূহত পৰীক্ষাকে কেন্দ্ৰ কৰি বিভিন্ন উন্নয়ন মূলক শিক্ষাৰ আচনি গ্ৰহণ কৰি ৰূপায়ন কৰিবলৈ সমৰ্থ হৈছে। ৰাজ্যিক অধিবিদ্যা পৰিষদৰ সভাপতি বৰ্তমান মাধ্যমিক শিক্ষা সঞ্চালক মহোদয় অধিষ্ঠিত হৈ থাকি সমগ্ৰ অসমৰ মাধ্যমিক স্তৰৰ শিক্ষাৰ উন্নতি সাধন কৰিবলৈ যত্ন কৰি আহিছে। ইয়াৰ আগলৈকে ৰাজ্যিক অধিবিদ্যা পৰিষদৰ প্ৰতিস্থাপক সভাপতি হিচাবে শিক্ষাবিদ্ স্বৰ্গীয় ড° দণ্ডেশ্বৰ গগৈদেৱে সুদীৰ্ঘকাল এই আসন অলঙ্কৃত কৰি যথেষ্ট অৰিহনা যোগাই গৈছে। এইখিনিতে তেখেতক স্মৰণ কৰাৰ লগতে বিদেহী আত্মাৰ চিৰশান্তি কামনা কৰিছো।

যোৱা ৭ম দ্বি-বাৰ্ষিক ডিব্ৰুগড় ৰাজ্যিক অধিবেশনত পৰিষদৰ প্ৰতিস্থাপক সভাপতি, শিক্ষাবিদ্ স্বৰ্গীয় ড° দণ্ডেশ্বৰ গগৈদেৱৰ জীৱনী আৰু তেখেতৰ সিঁচৰিত হৈ থকা লিখনি, অভিভাষণ আৰু অন্যান্য শিক্ষামূলক আলোচনা সমূহ প্ৰকাশ কৰাৰ মানসেৰে এটি প্ৰস্তাব গ্ৰহণ কৰা হয়। উক্ত প্ৰস্তাৱৰ আধাৰত পৰিষদৰ কাৰ্য্যনিৰ্বাহক সভাই এখনি শক্তিশালী সম্পাদনা সমিতি গঠন কৰি কাৰ্য্যকৰী সভাপতি শ্ৰীযুত পবিন্দ্ৰনাথ ভট্টাচাৰ্য্যকে সভাপতি আৰু অভিজ্ঞতা পুষ্ট শ্ৰীযুত প্ৰবীণ বৰঠাকুৰক সম্পাদক হিচাবে দায়িত্ব দিয়া হয়। শ্ৰীযুত বৰঠাকুৰে বিভিন্ন জিলাৰ পৰা স্বৰ্গীয় গগৈদেৱৰ লিখনি আৰু কাৰ্য্যাৱলী বিচাৰি চিঠি প্ৰেৰণ কৰে যদিও তেনেধৰণে জিলা সমূহৰ পৰা সহাৰি পোৱা নগল। এই ক্ষেত্ৰত স্বৰ্গীয় গগৈদেৱৰ পৰিয়াল বৰ্গৰ ফালৰ পৰা ভালেখিনি সহাৰি পোৱাৰ ওপৰিত তেখেতে কৰ্মৰত অৱস্থাত থকা অনুষ্ঠান প্ৰতিস্থান সমূহৰ পৰা কিছু প্ৰবন্ধ পাতি সংগ্ৰহ কৰা হ'ল।

বিশেষকৈ অসম মাধ্যমিক শিক্ষা পৰিষদৰ সভাপতি আৰু সচিবৰ নিচিনা গধুৰ দায়িত্ব বহন কৰি থকা অৱস্থাত মাধ্যমিক স্তৰৰ শিক্ষা সম্প্ৰসাৰণৰ ক্ষেত্ৰত আৰু +২ পৰ্য্যায়ত ভালেখিনি শিক্ষামূলক পৰামৰ্শ আগবঢ়াই গৈছে। সেই সমূহ সম্ভাৱেৰেই এই পুস্তিকাখনি প্ৰকাশ কৰিবলৈ লোৱা হৈছে। এই পুস্তিকাখনি তেখেতৰ গুণৰাজিৰ লগত খাপ খোৱাই "শিক্ষাৰত্ন ড° দণ্ডেশ্বৰ গগৈদেৱৰ জীৱনী আৰু কৃতী" নামাকৰণ কৰা হৈছে। শিক্ষাৰত্ন উপাধিটি স্বৰ্গীয় গগৈদেৱক অধিবিদ্যা পৰিষদৰ ফালৰ পৰাই প্ৰদান কৰা হৈছিল। আমি আশা ৰাখিছো এই পুস্তিকাভাগে পঢ়ৈৰে সমাজ খনৰ লগতে শিক্ষা বিষয়ত নিশ্চয় অৰিহনা যোগাব পাৰিব।

কৃতজ্ঞতা :—পুস্তিকাখনি সম্পাদনা কৰাৰ ক্ষেত্ৰত সম্পাদনা সমিতিখনে যি ঐকান্তিক প্ৰচেষ্টা চলালে তেখেত সকলকৈ মোৰ আন্তৰিক কৃতজ্ঞতা জনাইছো। বিশেষকৈ বন্ধুবৰ শ্ৰীযুত প্ৰবীন বৰঠাকুৰে সম্পাদকৰ দায়িত্বত থাকি নিজৰ বহুমূলীয়া সময় খৰছ কৰি বাটকুৰি বাই প্ৰবন্ধপাতি যোগাৰ কৰাত আৰু সভাপতি শ্ৰীযুত পবিন্দ্ৰনাথ ভট্টাচাৰ্য্যদেৱ বন্ধুবৰ শ্ৰীযুত ডিম্বেশ্বৰৰ চেতীয়াক মোৰ আন্তৰিক শলাগ জনাইছো। স্বৰ্গীয় গগৈদেৱৰ পুত্ৰ আৰু বোৱাৰীয়েকক পুস্তিকাখনি সম্পাদন কৰাত যোগান ধৰা প্ৰবন্ধ পাতিৰ বাবে শলাগ জনালো। পৰিষদৰ কাৰ্য্যনিৰ্বাহক কমিটিৰ সদস্য সকলে সময়ে সময়ে দিয়া পৰামৰ্শৰ বাবে সকলোলেকৈ কৃতজ্ঞতা জনালো।

উচ্চতৰ মাধ্যমিক সংসদ আৰু অসম মাধ্যমিক শিক্ষা পৰিষদৰ সভাপতি আৰু সচিব সকলে পুস্তিকাখনি প্ৰকাশ কৰাত আগবঢ়োৱা পৰামৰ্শ আৰু সহায় সহযোগৰ বাবে অধিবিদ্যা পৰিষদৰ তৰফৰ পৰা তেখেত সকললৈ আন্তৰিক কৃতজ্ঞতা জ্ঞাপন কৰিছো।

সৰ্ব শেষত পুস্তিকাখনি অতি কম সময়ৰ ভিতৰতে আমাৰ অনুৰোধ ৰক্ষা কৰি অসম বুক ডিপোৰ অংশীদাৰ শ্ৰীবিদ্যুত গুহই প্ৰকাশ কৰিবলৈ দায়িত্ব গ্ৰহণ কৰাত তেখেতলৈ আৰু কৰ্মকৰ্তা সকললৈ পৰিষদৰ তৰফৰ পৰা ধন্যবাদ জনাইছো।

শ্ৰীলক্ষ্যেশ্বৰ বুঢ়াগোহাই
প্ৰধান সম্পাদক
বাজিক অধিবিদ্যা পৰিষদ
অসম

সুৰভি সাহিত্য সমাজৰ (গুৱাহাটী) দ্বাৰা প্ৰকাশিত "অশ্রুমালা"-ৰ পৰা উদ্ধৃতি।

(১৯৯৩ চনৰ ২৮ মে' তাৰিখে শ্ৰীকনকচন্দ্ৰ ডেকাৰ সম্পাদনাত—প্ৰকাশিত)

শ্ৰীমহেশ্বৰ নেওগ : "আশী বছৰ বয়সতো দপদপ কৰে খোজ কাঢ়ি তেওঁ শিক্ষা সম্পৰ্কীয় অনুষ্ঠান আৰু আলোচনা বিলাকত আন্তৰিকতাৰে যোগদান কৰিছিল আৰু কাৰ্য্যকৰীভাৱে দিহা পৰামৰ্শ দি আনক কামলৈ উদগাইছিল"।

ড° সত্যেন্দ্ৰনাথ শৰ্মা : "স্বৰ্গীয় দণ্ডেশ্বৰ গগৈদেৱ এগৰাকী অজাতশত্ৰু ব্যক্তি আছিল। সংলোক বুলিলে যদি কাৰোবাক আঙুলিয়াই দিব লগা হয়, তেন্তে সেই গৰাকী নিশ্চয় প্ৰয়াত গগৈদেৱ"।

ড° মথুৰানাথ গোস্বামী : "গগৈক মই সদায় অতি নিষ্ঠাৰে কাম কৰা দেখিছিলো আৰু তেওঁৰ অনুৰোধতে মহং কৃষ্ণকান্ত সন্দিকৈৰ স্মৃতি ৰক্ষাৰ কাৰণে গুৱাহাটীত এখন আদৰ্শ ইংৰাজী বিদ্যালয় স্থাপন কৰিবৰ কাৰণে সহযোগী হৈ দিহা পৰামৰ্শ দিছিলো।"

শ্ৰীসুৰেশচন্দ্ৰ ৰাজখোৱা : "এনে অসামান্য সাফল্যৰ মূলত আছিল মানুহ জনৰ কেইটামান উল্লেখযোগ্য চাৰিত্ৰিক দিশ—তেখেত আছিল অনাৰম্বৰ প্ৰিয়, অমায়িক, সৰল চিন্তীয়া আৰু বহল মনা। তেখেতৰ চৰিত্ৰৰ সবাটোকৈ উল্লেখনীয় দিশটো হ'ল কৰ্তব্যপৰায়ণতা, কৰ্মনিষ্ঠা। কোনো এটা কাম হাতত ললে তাক উদ্দেশ্যপূৰ্ণ ভাৱে সমাপন কৰিবলৈ মনেপ্ৰাণে চেষ্টা কৰিছিল আৰু আনকো কৰ্মনিষ্ঠাৰ প্ৰেৰণা যোগাইছিল।

শিক্ষা তেখেতৰ জীৱিকা আছিল কিন্তু ইয়াক মাত্ৰ জীৱিকা বুলি নলৈ দেশসেৱাৰ মাধ্যম স্বৰূপে গ্ৰহণ কৰিছিল।"

শ্ৰীসতীশচন্দ্ৰ কাকতি : "এবাৰ যে গগৈয়ে শিক্ষকতাৰ বৃত্তি লৈছিল, তাৰ পৰা তেওঁ আন বৃত্তিলৈ নগ'ল, অৰ্থাৎ কটন কলেজত অৰ্থনীতিৰ অধ্যাপক, তাৰ পিছত ক্ৰমান্বয়ে স্কুল পৰিদৰ্শক, গুৱাহাটী বিশ্ববিদ্যালয়ৰ উচ্চবিষয়া, অসম শিক্ষাবোৰ্ডৰ সচিব, অসম উচ্চতৰ শিক্ষা পৰিষদৰ অধ্যক্ষৰূপে আজীৱন, প্ৰয়াত গগৈদেৱে শিক্ষাবিদৰূপে আৰু যশস্বী শিক্ষা বিষয়ত প্ৰশাসক হিচাপে সকলোৰে শ্ৰদ্ধা আৰু স্বীকৃতি লাভ কৰিছিল। লগতে স্কাউট আৰু গাইডৰ এজন লেখৰ নায়ক আছিল আৰু এই সন্থাৰ মূল উদ্দেশ্য অনুশাসন-শীলতা আৰু সমাজ সেৱাৰ এটা প্ৰতীক হিচাপে দণ্ডেশ্বৰ গগৈ পৰিগণিত হৈছিল।"

শ্ৰীউমাকান্ত শৰ্মা : "দণ্ডেশ্বৰ গগৈ এজন সাধুলোক আছিল। তেওঁ আছিল এজন বিদগ্ধ ছাত্ৰ অথচ তেওঁৰ লেশমানো বিদ্যাভিমান নাছিল। তেওঁ আছিল অধ্যয়নশীল সদাচাৰী, নিৰ্লোভ, নিৰহঙ্কাৰী, নিষ্ঠাবান, শিক্ষাব্ৰতী। জীৱনৰ শেষ নিশ্বাস পৰ্য্যন্ত শিক্ষাজগতৰ নানা সমস্যা আৰু তাৰ সমাধান কাৰ্য্যত লিপ্ত হৈ আছিল।"

ড° ভুবনমোহন দাস : "আশীৰ দেওনা পাৰ হোৱা মিষ্টভাৰী এই মানুহ গৰাকীৰ কৰ্মোদ্যম দেখিলে অবাক নহৈ নোৱাৰিছিলো। অসংখ্য অনুষ্ঠান প্ৰতিষ্ঠানৰ লগত সক্ৰিয়ভাৱে জড়িত সদাব্যস্ত এই গৰাকী ব্যক্তিৰ ওচৰত বয়সেও যেন হাৰ মানিছিল।"

ড° বিজয়কুমাৰ তামুলী : "তেখেতৰ বিয়োগত আমি এগৰাকী চিৰহাস্য মুখ অক্লান্ত পৰিশ্ৰমী আৰু প্ৰেৰণাৰ প্ৰতীক স্বৰূপ ব্যক্তিক হেৰুৱালো।"

ড° হেমন্তকান্ত বৰপুজাৰী : "মূলতে আছিল তেখেতৰ একালে স্পষ্টবাদিতা,

আৰু আনফালে অনাহম্মিতা, আন্তৰিকতা আৰু শিশুসুলভ সৰলতা ; হয়তো এই বিলাক গুণৰ কাৰণেই তেখেতে বহুতৰ অন্তৰ জিনিব পাৰিছিল। একাগ্ৰতা, কৰ্ত্তব্যনিষ্ঠা আৰু সুদীৰ্ঘ অভিজ্ঞতাৰ বাবেই মাধ্যমিক শিক্ষাবোৰ্ড গুৱাহাটী আৰু ডিব্ৰুগড় বিশ্ববিদ্যালয়ত তেখেতে এখন নিজস্ব আসন অধিকাৰ কৰিব পাৰিছিল।"

শ্ৰীমতী অঞ্জু গগৈ (বোৱাৰী) : "জন্মমৃত্যু ভগবানৰ হাতত। দেউতাৰ আত্মাই চিৰশান্তি লাভ কৰিব যদিহে অসমৰ শিক্ষাজগতৰ ফুলনিত তেখেতে ৰুই যোৱা ফুলনিদৰা অকালতে মৰহি নেযায়।"

অধ্যাপক যোগেশ দাস : "এখন বিশ্ববিদ্যালয়ৰ উপচাৰ্য্যৰ পদত যে দণ্ডেশ্বৰ গগৈদেৱৰ নিচিনালোক সৰ্বাঙ্গসুন্দৰ হ'লহেতেন তাত কোনো সন্দেহ নাই।"

শ্ৰীমনীধৰ কলিতা : তেখেতে কোনো মানুহৰ কথাই বেয়াকৈ নকৈছিল। প্ৰশাসনত বা সামাজিক জীৱনত কোনোবাই দুষ্কাৰ্য্য কৰিলে সমালোচনা কৰা হয় আৰু বহুসময়ত অলপ উত্তেজিতভাবেই অবাঞ্ছনীয় বিশেষণ দিয়েই সমালোচনা কৰা হয়—চাৰে কেৱল সৰু মন্তব্য এটা কৰে, "এৰা কামটো তেওঁ ভাল কৰা নাই"। কাৰো সম্পৰ্কে ইয়াতকৈ আন ধৰণৰ মন্তব্য তেখেতৰ মুখত শুনা নাছিলো। এই কাৰণেই বোধহয় গগৈ চাৰৰ কোনো শত্ৰু নাছিল, আৰু তেখেতৰ সংস্পৰ্শলৈ অহা সকলোৱে তেখেতক শ্ৰদ্ধা কৰিছিল। এনে মধুৰ ব্যক্তিত্বৰ অধিকাৰী আছিল গগৈ চাৰ।

ড° মামণি ৰয়ছম গোস্বামী : "এনে সৎ আৰু মহান ব্যক্তিৰ মৃত্যুৰ লগে লগে যেন একোটা যুগেই শেষ হৈ যায়।"

শ্ৰীদিলীপ কুমাৰ কাকতি : "এজন জাতীয় ভাৱাপন্ন দুৰদৰ্শী ব্যক্তিৰ বাবে ক্ষমা দয়া মানবতা ধৈৰ্য্য বিশ্বাস আদি যিবোৰ গুণৰ দৰকাৰ সেই আটাই বোৰবে তেখেত অধিকাৰী আছিল। পৈত্ৰিক সম্পত্তিৰ এক বৃহৎ অংশ তেখেতে উত্তৰ লক্ষীমপুৰৰ এখন প্ৰাথমিক বিদ্যালয় স্থাপনৰ কাৰণে দান কৰিছিল। অসম জ্ঞান বিজ্ঞান সমিতিৰ লগত জড়িত থকাৰ উপৰিত তেখেত Theosophical society of India-ৰ এজন আজীৱন সদস্য আছিল। যি সকল ব্যক্তিয়ে মানুহক ভাল পাবলৈ বা মানৱ সেৱা কৰিবলৈ বিচাৰে প্ৰয়াত গগৈদেৱ তেখেত সকলৰ বাবে এক উজ্জলবন্তি হৈ—পথৰ পাথেয় হব।"

ড° হীৰেণ গোহাঁই : "মই নিজে অন্যায়ৰ বিৰুদ্ধে যুদ্ধত বিশ্বাসী। কিন্তু ছাত্ৰক কেতিয়াবা শাসকশ্ৰেণীৰ মানুহৰ লগত মিলিজুলি কিবা-কাম কৰা দেখিলে মোৰ মনত অশান্তি হৈছিল। এদিন অকলে লগ পাই সোধাত তেখেতে ভাবি চিন্তি লাহেকৈ কলে, "কাৰো লগত সংঘাতলৈ অহা মোৰ নীতি নহয়। মিলিজুলি বাইজৰ ভালৰ কাৰণে কিবা কৰিব পাৰো নেকি-মই সেইটোহে চাওঁ"। ছাত্ৰৰ এই মতটো মই আজিও গ্ৰহণ নকৰো। কিন্তু এই মতটো শুনি তেখেতৰ প্ৰতি মোৰ শ্ৰদ্ধা বাঢ়িছিল।"

শ্ৰীজীতেন্দ্ৰনাথ দাস : "তেখেতৰ কৰ্ত্তব্যনিষ্ঠা, একাগ্ৰতা, কৰ্মপটুতা দেখি আমি বিস্ময় মানিছিলো। কোনো কামৰ দায়িত্ব ললে, সি সৰুবেই হওক বা ডাঙৰেও হওক, নিয়াৰীকৈ সম্পন্ন নকৰা পৰ্য্যন্ত তেখেত ক্ষান্ত নহৈছিল আৰু প্ৰতিটো কামৰে সূক্ষ্মাতিসূক্ষ্ম বিষয়ত সোমাবৰ কাৰণে তেখেতৰ অসীম ধৈৰ্য আৰু অদ্ভুত মানসিক শক্তি আছিল। শিক্ষাবিদ বুলিলে যি বুজায় তাৰ তেওঁ জীৱন্ত মূৰ্ত্তি আছিল।"

ড° গগৈদেৱে কৈছিল

(ক) "সেই সময়ত (১৯৬৫) ভাৰতত শিক্ষা পদ্ধতি সংস্কাৰ সম্পৰ্কে আন্দোলনেই গঢ়ি উঠিছিল। সেই আন্দোলনৰ দিগ্‌দৰ্শনকাৰী আছিল অসম আৰু অসমেই নতুন পৰীক্ষা পদ্ধতি উদ্ভাৱনৰ ক্ষেত্ৰত সৰ্বভাৰতীয় ক্ষেত্ৰত প্ৰথম স্থান লাভ কৰি কৃতিত্ব অৰ্জন কৰে।"

(খ) "১৯৭৪ চনৰ অক্টোবৰ মাহৰ পৰা ১৯৭৫ চনৰ শেষলৈ এই সময় ছোৱাৰ ভিতৰত নতুন আৰ্টনিখন (নতুন শিক্ষানীতিৰ আধাৰত নতুন পাঠ্যক্ৰম) কাৰ্য্যকৰী কৰাৰ প্ৰক্ৰিয়া সম্পূৰ্ণ কৰি তোলা হয়। এই নতুন পাঠ্যক্ৰমত নতুন পৰীক্ষাপদ্ধতিত ১৯৭৬ চনত পৰীক্ষা অনুষ্ঠিত কৰি কৃতকাৰ্য্যতা লাভ কৰা হয়। মাধ্যমিক শিক্ষাৰ ক্ষেত্ৰত সুদূৰপ্ৰসাৰী ফল লাভ কৰি-অসমে সৰ্বভাৰতীয় শিক্ষা জগতত এক অভিলেখ সৃষ্টি কৰে।"

(গ) "সকলো ধৰ্মতে চিৰন্তন সত্য থকা মূল সত্যটো উপলব্ধি কৰিবলৈ চেষ্টা কৰিছিলো। সেই সত্যৰ উপলব্ধি হিচাবেই সকলো মানুহেই যে ঐশ্বৰিক গুণসম্পন্ন— সেইটো মোৰ বিশ্বাসত পৰিণত হৈছিল। গতিকে সকলো মানুহক ভালপোৱা আৰু সকলোৰে সুখশান্তি আৰু মঙ্গলৰ বাবে সদায় ভগবানৰ ওচৰত প্ৰাৰ্থনা কৰাটো মোৰ দৈনন্দিন কাৰ্য্যত পৰিণত হৈছিল। মই মনেপ্ৰাণে বিশ্বাস কৰো যে এদিন পৃথিৱীত ৰামৰাজ্য প্ৰতিষ্ঠা হব—যিদিনা সকলো মানুহেই নিজ অন্তৰ্নিহিত ঐশ্বৰিক গুণৰ প্ৰতীক বুলি উপলব্ধি কৰি—সকলো ধৰণৰ হিংসা, ঈৰ্ষা, কপটতা পৰিহাৰ কৰিব আৰু সকলোৰে সুখত আনন্দ আৰু দুখত দুঃখ পাব।"

(ঘ) "গুণগত শিক্ষাৰ প্ৰধান অন্তৰায়—আৰ্থিক অৱস্থা।"

(ঙ) "উত্তৰ পুৰুষ সকলে ভৱিষ্যতে ভোগ কৰিব লগা সমস্যা, আৰু তাৰ সমাধানৰ বাবে দৰকাৰ হোৱা শিক্ষা ব্যৱস্থা, শিক্ষকৰ কৰ্তব্য, চৰকাৰৰ বিশেষ তৎপৰতা আৰু প্ৰতিভা বিকাশৰ অভিযান আদি কথা বিলাক অতি গুৰুত্বপূৰ্ণ। সংশ্লিষ্ট শিক্ষাবিদ-সংস্কাৰক আৰু চৰকাৰৰ দৃষ্টি আকৰ্ষণ কৰা হ'ল।"

ড°. ৰাধাকৃষ্ণণ, ড°. কৃষ্ণকান্ত সন্দিকৈ আৰু ড°. এন. কে. সিদ্ধান্তৰ লগত ড°. গগৈ।

[ড°. ৰাধাকৃষ্ণণৰ পিচপিনে চশমা পিন্ধা জন]

কৰ্ম্মৰত অৱস্থাত ড° গগৈ

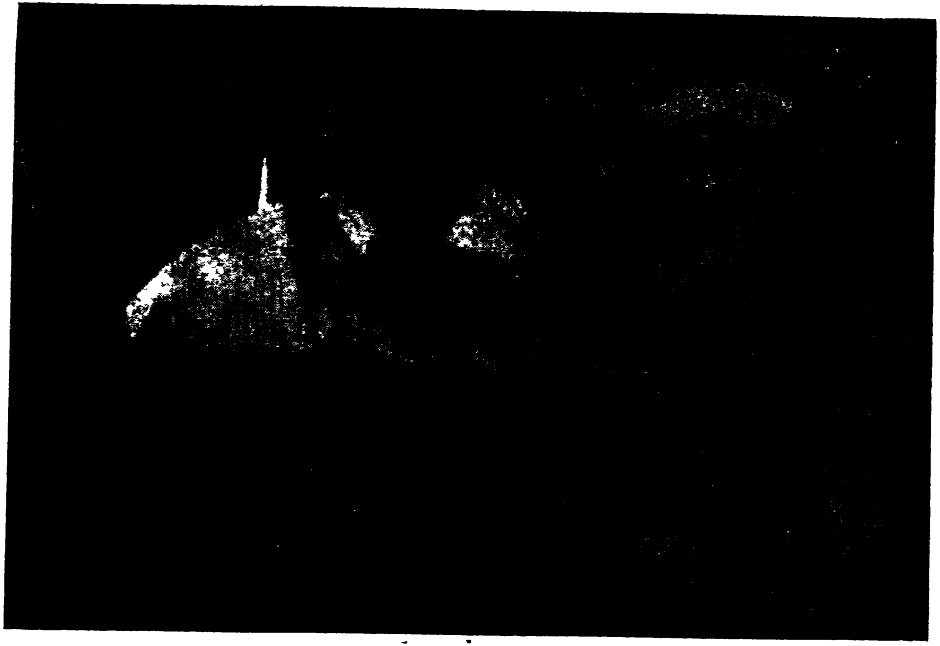
যুৱ মহোৎসৱৰ সভাত ড° গগৈ

Scout Title Award given by
The President of India

বিশ্ব পাৰিপাৰ্শ্বিক দিৱসৰ বক্তৃতা দি থকা অৱস্থাত
ড° গগৈ

স্কাউটাৰ সভাত ড° গগৈ

গুৱাহাটী ৰিফাইনেৰী হাইস্কুলত ড° গগৈ দেবৰ পত্নীৰ সৈতে



ৰাজ্যিক অধিবিদ্যা পৰিষদৰ সভাপতি শ্ৰীদণ্ডেশ্বৰ গগৈ দেৱক ডিব্ৰুগড় বিশ্ববিদ্যালয়ে প্ৰদান কৰা সন্মানসূচক ডি. লিট, ডিগ্ৰী তেখেতে পঞ্চম সমাবৰ্তনত বিশ্ববিদ্যালয়ৰ আচাৰ্য্য তথা অসমৰ ৰাজ্যপাল শ্ৰীভীষ্মনাৰায়ণ সিংৰে পৰা গ্ৰহণ কৰিছে।

SEBA officials paying their last respect to Prof. Dandeswar Gogoi, a noted educationist and a former chairman of SEBA who passed away at his Guwahati residence.

ফণেশ্বৰ গগৈদেৱ—থোৰতে মানুহজন

পিতৃ	ঃ	স্বৰ্গীয় মাধৱ ৰাম গগৈ
মাতৃ	ঃ	স্বৰ্গীয়া বৃন্দাদেবী গাওঁ—আহু চাউল গাওঁ—লক্ষীপুৰ—
জন্ম	ঃ	১৯১২ চনৰ ১৯ নভেম্বৰ।
প্ৰৱেশিকা	ঃ	১৯৩২ চনৰ।
বি. এ.	ঃ	১৯৩৬।
এম. এ.	ঃ	১৯৩৮ কলিকতা বিশ্ববিদ্যালয়ঃ অৰ্থবিজ্ঞান
১৯৩৮ চনত	ঃ	মুৰাৰীচান্দ কলেজত অধ্যাপনা আৰম্ভ।
১৯৪০ চনত	ঃ	অক্টোবৰ মাহত কটন কলেজত যোগদান।
১৯৫৩ চনত	ঃ	নামনি অসম সংমণ্ডলৰ স্কুল সমূহৰ পৰিদৰ্শক।
১৯৬৫ চনত	ঃ	মাধ্যমিক শিক্ষা পৰিষদৰ সচিব।
১৯৬৮ চনত	ঃ	বিশ্ববিদ্যালয়ৰ শ্ৰেণী সমূহৰ সচিব।
১৯৭৪ চনত	ঃ	মাধ্যমিক শিক্ষা পৰিষদৰ চেয়াৰমেন।
১৯৭৮ চনত	ঃ	ৰাজ্যিক অধিবিদ্যা পৰিষদৰ সভাপতি।

১৯৯৩—১৮ই মে মহাপ্ৰয়াণ

শিক্ষাৰত্ন দণ্ডেশ্বৰ গগৈ
(ব্যক্তি আৰু ব্যক্তিত্ব)

"Life levels all men ; death reveals the eminent" G. B. S.

শ্ৰীমুনীন্দ্ৰ নাথ শইকীয়া,
প্ৰাক্তন প্ৰধান সম্পাদক,
বাণিজ্যিক অধিবিদ্যা পৰিষদ,
অসম

অসমৰ শিক্ষা জগতৰ স্বাধীনোত্তৰ কালত যিসকল শিক্ষাবিদৰ আশাশুধীয়া যত্ন, নিষ্ঠা, সেৱা, ত্যাগ আৰু দূৰদৰ্শিতাৰ ফলত অসমৰ শিক্ষানুষ্ঠান আৰু শিক্ষাব্যৱস্থাই ঠন ধৰি উঠিছিল, সেইসকলৰ মাজৰে এজন আছিল শিক্ষাৰত্ন ড° দণ্ডেশ্বৰ গগৈদেৱ। জীৱন কালতে ভাৰতৰ এজন আগশাৰীৰ শিক্ষক শিক্ষাবিদ আৰু দক্ষ প্ৰশাসক হিচাপে তেখেতে স্বীকৃতি আৰু প্ৰশংসা লাভ কৰিছিল। তেখেতৰে দৰে শিক্ষা জগতৰ প্ৰাথমিক স্তৰৰপৰা বিশ্ববিদ্যালয় স্তৰলৈকে সকলো স্তৰৰ লগত ওতঃপ্ৰোতভাৱে জড়িত হৈ সেৱা আগবঢ়োৱাৰ সুবিধা লাভ কৰা আন এজন শিক্ষাবিদ অসমত আজিলৈকে ওলোৱা নাই বুলিয়েই কব পাৰি। তেখেত আছিল একেধাৰে এজন কৃতী শিক্ষক, শিক্ষাবিদ্, সুবক্তা, দক্ষ প্ৰশাসক, সংগঠক, সুলেখক, চিন্তাবিদ, ধৰ্মপ্ৰাণ আৰু কৰ্মযোগী পুৰুষ। কৰ্মই ধৰ্ম আৰু ধৰ্মই পুন্য" বুলি তেখেতে সদায় বিশ্বাস কৰিছিল আৰু সেই মহান আদৰ্শ আগত ৰাখি সকলো কৰ্তব্য সম্পাদন কৰি গৈছিল।

বিৰল প্ৰতিভা আৰু অতুলনীয় ব্যক্তিত্বৰ অধিকাৰী শিক্ষাৰত্ন গগৈদেৱ আছিল এখন বহল অন্তৰৰো অধিকাৰী। সেই কাৰণে তেখেতে সকলোৰে পৰা অকপটীয়া শ্ৰদ্ধা, ভক্তি আৰু সন্মান সততে লাভ কৰিছিল। তেখেতে কেতিয়াও নিজ স্বাৰ্থ কায়েম কৰিবৰ কাৰণে কাৰো ওচৰত নতশিৰ হৈ আত্মসন্মান বিসৰ্জন দিয়া নাছিল। সত্য আৰু শুদ্ধ বুলি বিবেচনা কৰা প্ৰতিটো কথা আৰু কথাৰ কাৰণে তেখেতে অহোৰাত্ৰ সংগ্ৰাম কৰিছিল। অসমত কাম কৰা অসমৰ বাহিৰৰ পৰা অহা ভাৰতীয় প্ৰশাসনীয় সেৱাৰ বিষয়ায়ো তেখেতক "গগৈ চাৰ" বুলি সন্মান প্ৰদৰ্শন কৰিছিল।

ইংৰাজী আৰু অসমীয়া ভাষাত তেখেতৰ বিশেষ দখল আছিল আৰু যি কোনো বিষয়ত দুয়োটা ভাষাতে অনৰ্গল বক্তৃতা দি সকলোকে মুগ্ধ কৰিব পাৰিছিল। তেখেতে তেখেতৰ অধ্যায়ন পিপাসু মনটো আজীৱন জীপাল কৰি ৰাখিছিল। সেই কাৰণে যি কোনো বিষয়ত তেখেতে নিজৰ মতামত দিবলৈ সক্ষম হৈছিল। দৰাচলতে তেখেত আছিল এজন নীৰৱ সাধক। তেখেতে জীৱনত কেতিয়াও নিজৰ গুণ-গৰিমাৰ প্ৰচাৰ বিচৰা নাছিল।

সহজ সৰল জীৱন যাপন, উচ্চ চিন্তা-চৰ্চা আৰু দেশপ্ৰেম আছিল দণ্ডেশ্বৰ গগৈদেৱৰ চৰিত্ৰৰ আৰু ব্যক্তিত্বৰ এক আকৰ্ষণীয় বৈশিষ্ট্য। সকলোৰে তেখেতক সহজে লগ পাৰ

পাৰিছিল আৰু মুকলি মনে মনৰ সকলো কথা তেখেতৰ আগত ব্যক্ত কৰিব পাৰিছিল। অসমৰ সকলো শিক্ষক, শিক্ষাবিদ আৰু কৰ্মচাৰীয়ে তেখেতক ভক্তি কৰিছিল আৰু তেখেতৰ পৰা ন্যায় বিচাৰ পোৱা যাব বুলি সকলোৱে বিশ্বাস কৰিছিল। অসম মাধ্যমিক শিক্ষা পৰিষদৰ অধ্যক্ষ পদৰ পৰা আঁতৰি অহাৰ পাচতো তেখেতে অধ্যক্ষ পদত থকা কালৰ দৰে সকলোৰে পৰা সন্মান আৰু ভক্তি মৃত্যুৰ সময়লৈকে পাইছিল।

জীৱনত ধন টকা পইচা আৰু ঘৰৰ কথা তেখেতে প্ৰায় ভৱাই নাছিল। তেখেতে কৰ্ম নিবৃত্তি বেতন পোৱাৰ সময়ত অসম চৰকাৰৰ কৰ্ম নিবৃত্তি বেতনৰ নিৰিখ অতি কম আছিল। তেখেতে সি কৰ্ম নিবৃত্তি বেতন পাইছিল তাতে তেখেত সন্তোষ হৈ আছিল।

শিক্ষাবিদ, শিক্ষক আৰু দক্ষ প্ৰশাসক হিচাপে শিক্ষাগুৰু গগৈদেৱ অসম মাধ্যমিক শিক্ষা পৰিষদৰ সচিব হৈ থকা সময়তে ভাৰতৰ মাধ্যমিক শিক্ষাৰ লগত জড়িত মহলত জনাজাত হৈ কৰিছিল। ৰাষ্ট্ৰীয় শৈক্ষিক গৱেষণা আৰু প্ৰশিক্ষন পৰিষদে (NCERT) তেখেত অসম মাধ্যমিক শিক্ষা পৰিষদৰ সচিব আৰু অধ্যক্ষ হৈ থকা সময়ত তেখেতৰ ভালেমান মূল্যবান পৰামৰ্শ গ্ৰহণ কৰিছিল। তেখেতক ৰাষ্ট্ৰীয় শৈক্ষিক গৱেষণা আৰু প্ৰশিক্ষণ পৰিষদে Regional College of Education, NCERT, Bhubaneswar-ৰ পৰিচালনা সমিতিৰ সদস্য মনোনীত কৰিছিল। তেখেতে অতি দক্ষতাৰ তেখেতৰ কৰ্তব্য সম্পাদন কৰিছিল।

মাধ্যমিক শিক্ষাৰ উন্নতিৰ গুৰিতে যে শিক্ষক সকল আছিল সেই কথা গগৈদেৱে ভালদৰে উপলব্ধি কৰিছিল আৰু শিক্ষক সকলক নেতৃত্ব দিবৰ কাৰণে বিদ্যালয়ৰ প্ৰধান সকলক সজাই পৰাই তোলাৰ কাৰণে তেখেত অতি আগ্ৰহী আছিল। অসম ৰাজ্যিক অধিবিদ্যা পৰিষদৰ সভাপতি হৈ থকা কালত এই বিষয়ে তেখেতে মনোনিবেশ কৰিছিল। প্ৰধান সকলৰ দক্ষতা বৃদ্ধিৰ কাৰণে ভালেমান আঁচনিৰ কথা তেখেতে ভাবিছিল আৰু সময়ে সময়ে সেই বিষয়ে সংশ্লিষ্ট কৰ্তৃপক্ষৰ লগত আলোচনাও কৰিছিল।

১৯৭৭ চনৰ আগলৈকে গুৱাহাটী বিশ্ববিদ্যালয়ৰ অধীনৰ প্ৰবেশিকা পৰীক্ষা আৰু অসম মাধ্যমিক শিক্ষা পৰিষদৰ অধীনৰ উচ্চ বিদ্যালয় ও পৰীক্ষাৰ বিভিন্ন বিষয়ৰ মুখ্য পৰীক্ষক হিচাপে নিয়োগ কৰা হৈছিল মহাবিদ্যালয় আৰু বিশ্ববিদ্যালয়ৰ অধ্যাপক, অধ্যক্ষ আৰু প্ৰবক্তাসকলক। শৈক্ষিক অৰ্হতা আৰু যোগ্যতা থাকিলেও মাধ্যমিক বিদ্যালয়ৰ বিদ্যালয় প্ৰধানক নিয়োগ কৰা নাছিল। দণ্ডেশ্বৰ গগৈদেৱে এইটো ভালকৈ অনুভৱ কৰিছিল যে শিক্ষাদান কৰা শিক্ষানুষ্ঠানৰ অৰ্হতা আৰু যোগ্যতা সম্পন্ন মুৰব্বী-সকলৰ মাজৰ পৰা উচ্চ বিদ্যালয়ান্ত পৰীক্ষাৰ বিভিন্ন বিষয়ৰ মুখ্য পৰীক্ষক সকল নিয়োগ কৰা উচিত। তেখেতৰ এই মত কাৰ্য্যকৰী কৰিবৰ কাৰণে তেখেতে যথেষ্ট বাধাৰ সন্মুখীন হ'ব লগা হৈছিল। তেখেতৰ এই মত দৃঢ়ভাবে সমৰ্থন কৰিছিল অসম মাধ্যমিক শিক্ষা পৰিষদৰ শিক্ষা বিষয়া ড° জয়চন্দ্ৰ দাস আৰু শ্ৰীবশিষ্ঠদেৱ ফুকনে। ১৯৭৬ চনত নতুন পাঠ্যক্ৰম প্ৰচলন কৰাৰ লগে লগে শিক্ষকৰ আলোচনা

চক্রও আয়োজন কৰা আৱশ্যক হৈ পৰিল। ইংৰাজী, গণিত, সাধাৰণ বিজ্ঞান আৰু সমাজ অধ্যয়ন এই বিষয় চাৰিটা পৰীক্ষা সংস্কাৰ পদ্ধতিৰ ভিতকৰা কৰা হ'ল। বিভিন্ন সময়ত অসম মাধ্যমিক শিক্ষা পৰিষদে আয়োজন কৰা শিক্ষকৰ আলোচনা চক্ৰবোৰত অৰ্হতা আৰু যোগ্যতা সম্পন্ন মাধ্যমিক বিদ্যালয়ৰ কেইগৰাকীমান বিদ্যালয় প্ৰধানক Resource Person হিচাপে অংশ গ্ৰহণ কৰিবলৈ সুবিধা দিয়া হ'ল। সেই সকলৰ মাজৰে পৰা শৈক্ষিক অৰ্হতা আৰু যোগ্যতাৰ ভিত্তিত প্ৰথমে ১৯৭৭ চনত উচ্চ বিদ্যালয়ত পৰীক্ষাৰ দুজন মাধ্যমিক বিদ্যালয় প্ৰধানক গণিত আৰু সমাজ অধ্যয়ন বিষয়ৰ মুখ্য পৰীক্ষক নিয়োগ কৰে। সেই দুজনৰ এজন আছিল ডুলীয়াজান উচ্চতৰ মাধ্যমিক বিদ্যালয়ৰ অধ্যক্ষ শ্ৰীহৰেকৃষ্ণ দাস আৰু আনজন আছিল এই প্ৰবন্ধ লেখক। শ্ৰীদাসক গণিতৰ আৰু এই প্ৰবন্ধ লেখকক সমাজ অধ্যয়নৰ মুখ্য পৰীক্ষকৰ মাজত নিয়োগ কৰি এক অভিলেখ সৃষ্টি কৰিছিল। সেই সময়ৰে পৰা বৰ্তমান লৈকে এই ব্যৱস্থা চলি আছে। ইতিমধ্যে ভালে কেইজন মাধ্যমিক বিদ্যালয় প্ৰধানে এই দায়িত্ব সুখ্যাতিৰে সম্পাদন কৰিছে।

তেখেতৰ চিন্তা চৰ্চাৰ ফলতে মাধ্যমিক বিদ্যালয়ৰ প্ৰধান সকলক উচ্চ বিদ্যালয়ান্ত পৰীক্ষাৰ কেন্দ্ৰসমূহত পৰীক্ষা পৰ্য্যবেক্ষকৰ পদতো নিয়োগ কৰাৰ নীতি প্ৰচলন হয়। গগৈদেৱৰ বলিষ্ঠ নেতৃত্বৰ কাৰণে মাধ্যমিক বিদ্যালয় প্ৰধান সকলে এই সুবিধাবোৰ পাইছিল।

মাধ্যমিক স্তৰৰ পাঠ্যপুথিসমূহো মাধ্যমিক স্তৰৰ অভিজ্ঞ আৰু যোগ্য শিক্ষকৰ হতুৱাইহে প্ৰণয়ন কৰোৱাত তেখেত পক্ষপাতী আছিল। অসম বাজ্যিক অধিবিদ্যা পৰিষদৰ তেখেত সভাপতি হৈ থকা কালতে তেখেতৰ সেই ইচ্ছা অসম মাধ্যমিক শিক্ষা পৰিষদৰ শিক্ষা বিষয়া ড° জয়চন্দ্ৰ দাস আৰু শ্ৰীবশিষ্ঠদেৱ ফুকনৰ যত্নৰ ফলত কাৰ্য্যকৰী হৈছিল।

মাধ্যমিক স্তৰত পৰীক্ষা পদ্ধতি সংস্কাৰ কৰিবৰ কাৰণে তেখেতে অশেষ যত্ন কৰিছিল। এই ক্ষেত্ৰত ভাৰতৰ বিভিন্ন ৰাজ্যত মাধ্যমিক শিক্ষা পৰিষদসমূহৰ ভিতৰত অসম মাধ্যমিক শিক্ষা পৰিষদে গগৈদেৱৰ বলিষ্ঠ নেতৃত্ব এক বিশেষ স্থান দখল কৰি সুনাম অৰ্জন কৰিছিল।

অসমত শিক্ষা জগতলৈ তেখেতে আগবঢ়োৱা বৰঙণিৰ স্বীকৃতি স্বৰূপে ডিব্ৰুগড় বিশ্ববিদ্যালয়ে পঞ্চম সমাবৰ্তনত তেখেতক সন্মানসূচক "ডি. লিট্" ডিগ্ৰী প্ৰদান কৰে।

অসমৰ মাধ্যমিক শিক্ষাৰ ক্ষেত্ৰত তেখেতৰ অবিহণাৰ স্বীকৃতি দি অসম বাজ্যিক অধিবিদ্যা পৰিষদে পৰিষদৰ নগাঁৱত অনুষ্ঠিত হোৱা পঞ্চম অধিবেশনত (২।১১।৮৯-৪।১১৮৯) গগৈদেৱক "শিক্ষাৰত্ন" উপাধি প্ৰদান কৰি তেখেতক পৰিষদৰ "আজীৱন সদস্য কৰি লয়।

শিক্ষাৰত্ন গগৈদেৱে যি কামত হাত দি গুৰি ধৰিছিল সেই কাম সদায় ফলৱতী হৈছিল।

তেখেত সভাপতি হৈ থকা সময়ৰ পৰা ঘূৰি নহাৰ পিছত তেখেতক অসম বাহ্যিক অধিবিদ্যা পৰিষদে কেন্দ্ৰীয় অসম চৰকাৰৰ মাধ্যমিক শিক্ষা উন্নয়ন উপদেষ্টা পৰিষদ হিচাপে স্বীকৃতি লাভ নকৰিলে হৈছেন।

শিক্ষাৰত্ন গগৈদেৱে আজীৱন শিক্ষা, শিক্ষক আৰু ছাত্ৰ-ছাত্ৰীৰ কল্যাণৰ কথাকে ভাবিছিল। শিক্ষা সংক্ৰান্ত সকলো সভা-সমিতিলৈ তেখেতক নিমন্ত্ৰণ জনালে অতি উৎসাহেৰে তেখেতে সেই নিমন্ত্ৰণ গ্ৰহণ কৰিছিল। এনে ধৰণৰ সভা-সমিতিত যোগদান কৰিবৰ কাৰণে তেখেতে বুঢ়া বয়সতো নৈশবাচত ভ্ৰমণ কৰিছিল। বহু সময়ত তেখেতৰে ছাত্ৰসকলে তেখেতৰ কৰ্মশক্তি আৰু আগ্ৰহ দেখি আচৰিত হৈছিল। ১৯৭৮ চনৰ পৰা ১৯৮৯ চনলৈ তেখেত একেৰাহে ১১ বছৰ কাল অসম বাহ্যিক অধিবিদ্যা পৰিষদৰ সভাপতিৰ আসন অলংকৃত কৰি সকলো প্ৰকাৰৰ দিহা পৰামৰ্শ দি বাহ্যিক অধিবিদ্যা পৰিষদৰ কৰ্মক্ষেত্ৰত অগ্ৰসৰ হোৱাত নেতৃত্ব দিছিল। বাহ্যিক অধিবিদ্যা পৰিষদৰ ইতিহাসত তেখেতৰ নাম সোণালী আখৰেৰে জিলিকি থাকিব।

আজীৱন শিক্ষাৰ কথাকে চিন্তা কৰি শিক্ষাৰত্ন গগৈদেৱে ইহ সংসাৰৰ পৰা বিদায় ললেও তেখেতৰ আদৰ্শ, কৰ্মপ্ৰেৰণা আশানুধীয়া প্ৰচেষ্টা আৰু কৰ্মৰাজিয়ে আমাক আৰু আমাৰ পাচৰ চামক অনুপ্ৰাণিত কৰি ৰাখিব।

তেখেতৰ জীৱনেই আমাৰ সকলোৰে আদৰ্শ হওঁক।

My Motto of life

"BE GOOD : SEE GOOD : DO GOOD"

DANDESWAR GOGOI

দণ্ডেশ্বৰ গগৈৰ সোঁৱৰণত

ড° সূৰ্যকান্ত বৰপুজাৰী

এসময়ত উত্তৰ লক্ষীমপুৰ অসমৰ ভিতৰত বহুতো ক্ষেত্ৰত পিছপৰা ঠাই আছিল সেইকথা কোনোৱে মুই কৰিব নোৱাৰে। বিশেষকৈ পঢ়াশুনাৰ ক্ষেত্ৰত গাওঁ অঞ্চলত বাস কৰা মেধাবী ছাত্ৰসকলে উপযুক্ত শিক্ষা অনুষ্ঠান অৰ্থাৎ স্কুল কলেজৰ অভাৱত শিক্ষাৰ ক্ষেত্ৰত যথেষ্ট অসুবিধাৰ সন্মুখীন হ'ব লগাত পৰিছিল। তথাপি উত্তৰ লক্ষীমপুৰৰ পৰা বহুতো কৃতিসন্তানে সকলো অসুবিধা অতিক্ৰম কৰি যথোপযুক্ত শিক্ষা লাভ কৰি সাহিত্যৰ ক্ষেত্ৰতে হওক বা শিক্ষাৰ ক্ষেত্ৰত অনেক অৰিহণা দি গৈছে। বিশেষকৈ শিক্ষাৰ ক্ষেত্ৰত অৱদান দি যোৱা উত্তৰ লক্ষীমপুৰৰ কৃতি সন্তান সকলৰ ভিতৰত আমি তিনিজনা গগৈৰ নাম লবলৈ ওলাইছো। বয়সৰ অনুক্ৰমে সেই সকল চিৰস্মৰণীয় ব্যক্তি হৈছে পানীন্দ্ৰনাথ গগৈ, পদ্মেশ্বৰ গগৈ আৰু দণ্ডেশ্বৰ গগৈ।

দণ্ডেশ্বৰ গগৈ ছাৰ আমাৰ কলেজীয়া শিক্ষকেই নহয় তাৰ বাহিৰেও তেখেতৰ জীৱিত কালত সামাজিক বাজহুৱা, সামাজিক, শৈক্ষিক আৰু ব্যক্তিগত জীৱনত ওতপ্ৰোতঃভাবে জড়িত আছিলো। এই জনাকৃতি সন্তানৰ জন্ম হয় ১৯১২ চনৰ ১৯ নবেম্বৰত উত্তৰ লক্ষীমপুৰত। তাতে স্কুলীয়া শিক্ষা সাং কৰি ১৯৩৩ চনত কটন কলেজত ভৰ্ত্তি হৈ ১৯৩৭ চনত সংস্কৃতত Honours লৈ কলিকতা বিশ্ববিদ্যালয়ৰ পৰা বি. এ. ডিগ্ৰী লাভ কৰে। কিন্তু আচৰিত কথা যে সংস্কৃত নলৈ সেই একে বিশ্ববিদ্যালয়ৰ পৰা ১৯৩৯ চনত অৰ্থনীতি বিষয়লৈ উচ্চ স্থান লাভ কৰি এম. এ. পাছ কৰে। সেই বছৰতে তেওঁ শ্ৰীহট্টৰ মুৰাৰিচাঁদ কলেজত অৰ্থনীতিৰ সহকাৰী প্ৰবক্তা হিচাপে যোগদান কৰে আৰু ১৯৪০ চনত কটন কলেজলৈ বদলি হৈ গুৱাহাটীলৈ আহে। এই সময়তে দণ্ডেশ্বৰে সিদ্ধেশ্বৰ গোহাঞিৰ বৰজীয়াৰী বজিতা আইদেউক (পুতলীক) বিয়া কৰাই।

১৯৪১ চনৰ পৰা ১৯৫৩ চন পৰ্যন্ত কটন কলেজৰ অৰ্থনীতি বিভাগত অধ্যাপনা কৰি এই বিভাগৰ মুৰব্বী হয় গৈ। ১৯৫৩ চনৰ পৰা একদশকৰো অধিক কাল বিদ্যালয় সমূহৰ পৰিদৰ্শক থাকি অসম শিক্ষা পৰিষদৰ সচিব, গুৱাহাটী বিশ্ববিদ্যালয়ৰ স্নাতকোত্তৰ শ্ৰেণী সমূহৰ সচিব হিচাবে অৱসৰ গ্ৰহণ কৰে। তাৰ পিছতো অসম মাধ্যমিক শিক্ষা পৰিষদৰো অধ্যক্ষৰূপে কাৰ্য্য নিৰ্বাহ কৰিছিল। গগৈদেৱে মৃত্যুৰ আগলৈকে ভাৰত স্কাউট আৰু গাইডৰ সহকাৰী আয়ুক্ত পদত আছিল। এই বিলাকৰ উপৰিও তেওঁ বিজ্ঞান সমিতি, কৃষ্ণকান্ত সন্দিকৈ শিক্ষা সমিতি, গুৱাহাটী আৰু ডিব্ৰুগড় বিশ্ববিদ্যালয়ৰ কাৰ্য্যকৰী পৰিষদৰ উপৰিও বহুতো সামাজিক আৰু সাংস্কৃতিক অনুষ্ঠান প্ৰতিষ্ঠানৰ লগত মৃত্যুৰ আগ পৰ্য্যন্ত জৰিত আছিল।

গগৈ ছাৰৰ লগত আমাৰ ব্যক্তিগত সান্নিধ্য স্থাপন হয় ১৯৪০ চনৰ পৰা আমাৰ অৰ্থনীতিৰ শ্ৰেণীত। ১৯৪১ চনৰ মাজভাগত তেওঁ আমাৰ যোৰহাটৰ টাউনৰ ঘৰলৈ অহা মনত পৰে। আমাৰ ঘৰটো আছিল শিৱসাগৰ জিলাৰ ডেপুটি কমিচনাৰৰ বঙলাৰ

নিচেই কাৰতে। সেই সময়ত গগৈ চাৰৰ শহুৰেক ডেপুটি কমিচনাৰ সিদ্ধেশ্বৰ গোহাঁই টান নৰিয়াত পৰিছিল। তেখেতক চাবলৈ আহোতে গগৈ চাৰে আমাৰ ঘৰত ককাইদেউ হেৰম্বকান্ত বৰপুজাৰীক লগ পাবলৈ আহিছিল। সেইদৰে তেখেতৰ লগত আমাৰ ঘৰুৱা সম্বন্ধ স্থাপিত হৈছিল। ইত্যাদি কাৰণত গগৈ ছাৰক জানিবৰ কাৰণে আমি ব্যক্তিগত ভাবে যথেষ্ট সুবিধা পাইছিলো। যেই কোনো বাব ললে সুচাৰুৰূপে কাম কৰা গগৈ চাৰৰ বিশেষ গুণ আছিল। গগৈ চাৰ বিদ্যালয়সমূহৰ পৰিদৰ্শক থকা সময়ত তেখেতৰ লগত একেলগে বাজহুৱা কাম কৰাৰ সুযোগ ঘটে, ১৯৫৯ চনৰ ডিচেম্বৰ মাহত গুৱাহাটীত বহা ভাৰতীয় ইতিহাস কংগ্ৰেছৰ ৩২ তম অধিবেশনৰ সময়ত। বিশেষকৈ ভাৰতৰ বিভিন্ন স্থানৰ পৰা অহা প্ৰতিনিধি সকলৰ সোধপোছৰভাৰ গগৈ চাৰৰ ওপৰত পৰিছিল। তেখেতৰ সুদক্ষ পৰিচালনাত আমি কাম কৰিবলৈ সুযোগ পাইছিলো। আমাৰ কমিটিৰ কাম কাজ ইমান নিয়মিয়া আৰু সুচাৰুৰূপে সফল হোৱাৰ কাৰণ হৈছে গগৈ চাৰৰ অধ্যক্ষতা।

সেই সময়ৰ পৰা গগৈ চাৰৰ লগত আমাৰ সমন্ধ গাঢ় হৈ পৰিছিল। তেখেতৰ লগত আমি বিভিন্ন অনুস্থান, সভা-সমিতি, বিদ্যালয় পৰিচালনা সমিতি, শিক্ষক বাছনি সমিতি, কলেজ গভনিং বডি আদিত যোগ দিবলৈ সুবিধা পাইছিলো। এই বিলাকৰ জৰিয়তে তেখেতৰ পক্ষপাত শুন্যতা, বহল মন, ছাত্ৰ-ছাত্ৰীৰ প্ৰতি মৰম, প্ৰগতিশীল মনোভাব, দয়া মানৱতা, আৰু কৰ্ত্তব্য নিষ্ঠা, গুণ আদি হৃদয়ঙ্গম কৰিব পাৰিছিলো। বিশেষকৈ তেখেতৰ মৃত্যুৰ ৬/৭ বছৰ আগৰ পৰা কৃষ্ণকান্ত সন্দিকৈ শিক্ষা আঁচনিৰ ভিতৰতে অসমৰ মেধাবী ছাত্ৰ-ছাত্ৰীৰ কাৰণে প্ৰতি বছৰে মেট্ৰিক পৰীক্ষাৰ পিছতেই 'নেচনেল টেলেণ্ট চাৰ্চ' পৰীক্ষাৰ বাবে প্ৰশিক্ষণ দিয়া কাৰ্যত আমি তেখেতক যিমান পাৰো সিমান সহায় কৰিছিলে। তেখেতে বৃদ্ধ বয়সকো আওকান কৰি যি প্ৰচেষ্টা তে হাতত লৈছিল ই' সঁচাকৈয়ে আদৰণীয়। এই প্ৰচেষ্টা তেখেত জীয়াই থকা কাল পৰ্য্যন্ত যথেষ্ট ফলৱতী হৈছিল। ইয়াৰ মূলতে আছিল গগৈ চাৰৰ মহান ত্যাগ আৰু অক্লান্ত পৰিশ্ৰম।

আটাইতকৈ উল্লেখ কৰিব লগিয়া কথা হৈছে গগৈ চাৰে এন. টি. এচ. প্ৰশিক্ষণৰ শেষৰ দিনা প্ৰত্যেক বছৰে ছাত্ৰ-ছাত্ৰী, অভিভাবক, বিশ্ববিদ্যালয়, কলেজ, বিদ্যালয়ৰ শিক্ষক-শিক্ষয়ীত্ৰী, শিক্ষা বিভাগৰ মুৰব্বী সকলকো মাতি আনি প্ৰশিক্ষাৰ্থী সকলক যথোপযুক্ত পৰামৰ্শ, উৎসাহ আৰু উদগনি দিছিল। ১৯৭৩ চনত মে' মাহত এন. টি. এচ. প্ৰশিক্ষণৰ শেষ দিনা অসম চৰকাৰৰ মাধ্যমিক শিক্ষাৰ শিক্ষাধিকাৰ শ্ৰীযুতা তিলোত্তমা বৰুৱাৰ সভাপতিত্বত বহা সভাখনেই তেখেতৰ শেষ সভা। এই সভাত তেখেতে দিয়া ভাষণৰ অংশ বিশেষ উদ্ধৃত কৰি তেখেতৰ এই প্ৰচেষ্টাৰ উদ্দেশ্য যে কিমান মহৎ তাক ব্যক্ত কৰি তেখেতৰ প্ৰতি আমাৰ শ্ৰদ্ধা নিবেদন কৰি আমাৰ কৰ লগীয়া শেষ কৰিম। তেখেতে কৈ ছিল।

In this age of intense competition our boys and girls require guidance in teaching test questions with multiple choice type as

these type of questions have not been properly included either in teaching in classes or in the final examination held by the Boards on an extensive scale. The Mental Ability Test which requires intelligence is now quite new to our boys and girls and as such questions are never familiar with our students. Great speed and thorough knowledge is required in order to be able to answer this type of questions at the final examination.

The objective of the scheme is to identify the brilliant students at the end of class X and give the financial assistance to achieve higher education. There is a provision of 750 scholarships for whole of India including 70 for Schedule Tribe Students each year.

Absence of any organisation to help our boys and girls to compete at the national level has been felt in our state. As such the Government should help liberally to any voluntary organisation if it comes forward to remove the deficiency.

* * * *

I like to extend my grateful thanks to the subject experts drawn from the university and Colleges who voluntureed to help by sacrificing their valuable time and energy. It the students following the course can secure national scholarship, we will consider our efforts to be fruitful.

I only hope that this short course of our meeting together at the Kamrap Academy Higher Secondary School will have the way for their future success in life, so that they render their services to the state when established in life.

* * * *

I wish every success to all the students attending the course. They will add to the group of about 45 students who secured scholarship during last six years.·········With best wishes to all I conclude.

জীৱন কালৰ সুদীৰ্ঘ সময় ৰাজ্যৰ নানা শিক্ষা সেৱী অনুষ্ঠান প্ৰতিষ্ঠানৰ সৈতে জড়িত থাকি এইজনা বিশিষ্ট শিক্ষাবিদ আৰু সমাজ সেৱীয়ে সকলোকে নিঠৰুৱা কৰি ১৯৯৩ চনৰ ১৮মে তাৰিখে ৰাতিপুৱা নশ্বৰ দেহা ত্যাগ কৰে।

৺দন্দেশ্বৰ গগৈদেৱক সোঁৱৰিছো

ভিবেশ্বৰ চেতিয়া

মহা মহা পুৰুষৰ চানেকিৰে জীৱনৰ
আমিও কৰিব পাৰো জীৱন গঢ়িত
অভিনয় শেষ হলে আয়ু বেলি মাৰ গলে
থৈ যাব পাৰো খোজ সময় বালিত।

পুৰণি কবিতাৰ পংক্তিৰে আমাৰ লেখা আৰম্ভ কৰিবলৈ লৈছো। ইয়াত যিজন ব্যক্তিৰ কথা লিপিবদ্ধ কৰিব খুজিছো তেখেত কিন্তু সদায় নতুন আৰু সদায় চিৰসেউজীয়া। আমি আমাৰ ৺গগৈচাৰ অৰ্থাৎ ৺দন্দেশ্বৰ গগৈদেৱৰ কথাকে কব খুজিছো। এশ বছৰ জীয়াই থকা এজোপা ওক গছ আৰু খন্তেকতে সুগন্ধি বিলাই মৰহি যোৱা এপাহ গোলাপ ফুলৰ কথাও ৺গগৈচাৰৰ ক্ষেত্ৰত প্ৰযোজ্য। বয়স হিচাপে কম বছৰ জীয়াই আছিল যদিও কামৰ জোখেৰে তেখেত অজৰ অমৰ হৈ আছে আৰু থাকিবও। "সময়ৰ জোখ কামতহে ঘড়ীৰ কাটাকেইডালত নহয়" ই এক চিৰসত্য উক্তি। ৺গগৈচাৰে কামৰ যোগেদিহে সময়ৰ মূল্য নিৰূপণ কৰিছিল।

কৈনো থাকেমানে ওৰকে নপৰে
আমাৰ গগৈ চাৰৰ কথা,

কৈ শেষ কৰিব নোৱাৰিলেও বা কবলৈ বহুত থাকিলেও গগৈচাৰৰ বিষয়ে কিছু মনলৈ অহা কথাহে কবলৈ প্ৰয়াস কৰিছো তাকো আমি তেখেতৰ সান্নিধ্যলৈ অহাৰ পৰা তেখেতে ইহলীলা ত্যাগ কৰালৈকে যে গগৈচাৰ ক'ত জন্ম হৈছিল, কত শিক্ষা গ্ৰহণ কৰিছিল আৰু ক'ত তেওঁ নিগাজিকৈ বসবাস কৰি ইহলীলা ত্যাগ কৰিছিল তাৰ কথা ইয়াত সন্নিবিষ্ট নকৰি তেখেতে অসমৰ তথা ভাৰতৰ শিক্ষাজগতত কি বৰঙণি জোগাই গৈছে আৰু আমাৰ চামৰ মাজত কি আদৰ্শ এৰি গৈছে তাৰ কথাহে সোঁৱৰিব খুজিছো। তেখেত শিক্ষাবিদ হিচাপে অসম চৰকাৰৰ শিক্ষাৰ প্ৰশাসক, গুৱাহাটী বিশ্ববিদ্যালয়ৰ স্নাতকোত্তৰ শ্ৰেণীৰ সচিব. অসম মাধ্যমিক শিক্ষা পৰিষদৰ সভাপতিকে ধৰি বিভিন্ন পদত অধিষ্ঠিত হৈছিল। ভুবনেশ্বৰত অৱস্থিত Regional College of Education"-ৰ Advisory Board-ৰ উত্তৰ পূৰ্বাঞ্চলৰ একমাত্ৰ প্ৰতিনিধি ডিব্ৰুগড় বিশ্ববিদ্যালয়ৰ Court-ৰ সদস্য, অসম মাধ্যমিক শিক্ষা সংসদৰ প্ৰতিস্থাপক সদস্য তথা উপদেষ্টা ইত্যাদি পদত কাম কৰি অসমৰ তথা ভাৰতৰ শিক্ষাজগতত অভূতপূৰ্ব বৰঙণি আগবঢ়াই থৈ গৈছে। ইয়াৰোপৰি, "ৰাষ্ট্ৰীয় শিক্ষাৰ প্ৰশিক্ষণ আৰু গবেষণা পৰিষদ" (N.C.E.R.T.) আৰু ইয়াৰ ৰাজ্যিক গোট "ৰাজ্যিক শিক্ষাৰ প্ৰশিক্ষণ আৰু গবেষণা পৰিষদ" (S. C, E. R. T.) ত যথেষ্ট পৰিমাণৰ বৰঙণি দি গৈছে।

আমাৰ ৰাজ্যিক অধিবিদ্যা পৰিষদত "ভীষ্ম পিতামহ" ৰূপে খ্যাত ৺গগৈচাৰ এই পৰিষদৰ জন্মৰ পৰা সভাপতি হিচাপে থাকি অসমৰ শিক্ষাজগতত এক বিশেষ বৰঙণি দি

গৈছে। আজি অসম চৰকাৰৰ শিক্ষা সম্বন্ধীয় বিভাগৰ নতুন-নীতি উদ্ভাৱনৰ সময়ত এই পৰিয়াৰ উপদেষ্টা হিচাপে পৰামৰ্শ গ্ৰহণ কৰা নিয়মকণ প্ৰতিষ্ঠাপক সভাপতি ৺গগৈ চাৰবেই অৱদান। অধিবিদ্যা পৰিষদত জন্মৰে পৰা সভাপতি হিচাপে থাকি এই পৰিষদৰ কৰণীয়খিনি নিয়াৰিকৈ কৰি নিয়াত তেখেতে অশেষ যত্ন কৰিছিল আৰু ইয়াৰ লগত জড়িত থকা আমাক সকলো সময়তে দিহা পৰামৰ্শ দি নতুন পদক্ষেপ গ্ৰহণ কৰিবলৈ উৎসাহ দিছিল। উল্লেখযোগ্য যে ডিব্ৰুগড় জিলাৰ অধিবিদ্যা পৰিষদৰ জন্মৰ পৰা তথা ৰাজ্যিক অধিবিদ্যা পৰিষদৰ জন্মৰ দ্বিতীয় বছৰৰ পৰা সদস্য হিচাপে থাকি পৰিষদত তেখেতে দিয়া ভাষণ, আলোচনা তথা বক্তৃতা আদি শুনি আমাৰ এনেহে ধাৰণা হয় যেন শিক্ষা সম্বন্ধীয় সকলো খুটি-নাটি তেখেতৰ উদৰস্থ হৈ আছিল। অধিবিদ্যা পৰিষদৰ বাৰ্ষিক অধিবেশনত দিয়া ভাষণাৱলীসমূহত শিক্ষাজগতৰ একোটাইত জীৱন্ত ঘটনা সন্নিবিষ্ট কৰি তাৰ কাৰণ ফঁহিয়াই দেখুৱাই সেইবোৰৰ নিৰাময়ৰ উপায়ো উদ্ভাৱন কৰিছিল আৰু লগতে তেনেদৰে কাম কৰি যাবলৈ অধিবিদ্যা পৰিষদৰ যোগেদি অসমৰ সকলো ৰাইজলৈ আহ্বান জনাইছিল। পৰিষদত দিয়া তেখেতৰ ভাষণাৱলী-সমূহ অসমৰ শিক্ষা জগতৰ একোখন দলিল স্বৰূপ। এই দলিলসমূহ সংৰক্ষণ কৰি সেইমতে নীতি নিৰ্দেশনা প্ৰস্তুত কৰি শিক্ষা সংস্কাৰত হাত দিলে অসমৰ শিক্ষাৰ উন্নতি হোৱাটো স্বাভাৱিক। ৰাজ্যিক অধিবিদ্যা পৰিষদে উক্ত নথিপত্ৰসমূহ প্ৰকাশ কৰি অসমৰ শিক্ষা জগতত এক উল্লেখনীয় বৰঙণি আগবঢ়োৱাতো প্ৰসংশনীয় পদক্ষেপ।

N.C.E.R.T. আৰু S.C.E.R.T. লগত উতঃপ্ৰোত হিচাপে জড়িত থাকি শিক্ষা-বিদ ৺গগৈ চাৰক ৰাজ্যিক অধিবিদ্যা পৰিষদৰ সভাপতি হিচাপে সঘনে লগ পাই আছিলো যদিও তেখেতৰ লগত ব্যক্তিগত এটা কামৰ কাৰণে ১৯৭৮ চনৰ জানুৱাৰীত তেখেতৰ কাষ চাপিছিলো। তেতিয়া তেখেত আছিল ভুবনেশ্বৰত অৱস্থিত Regional College of Education-ৰ পৰামৰ্শ সমিতিৰ উত্তৰ পূৰ্বাঞ্চলৰ একমাত্ৰ সদস্য। এই অনুষ্ঠান N.C.E.R.T.-ৰ অধীনত উত্তৰ-পূৰ্বাঞ্চলত তেতিয়া অসম, পশ্চিমবঙ্গ, উৰিষ্যা, নগালেণ্ড, মেঘালয় ইত্যাদিৰ শিক্ষক-শিক্ষয়িত্ৰী সকলে Correspondence Cum Conduct Course নাম ভৰ্ত্তি কৰি B.Ed. আৰু M.Ed. পঢ়িব পাৰিছিল। অৱশ্যে M.Ed.-ত ১০টা চিত্ আছিল আৰু অসমৰ কোটা দুটা আছিল। তাত (Regular Students) নিয়মীয়া ছাত্ৰহৈহে পঢ়াৰ সুবিধা গ্ৰহণ কৰিব পাৰিছিল। M.Ed. Course-ত ভৰ্তি হবৰ কাৰণে গগৈ চাৰৰ প্ৰসংসাপত্ৰ (Recommendatation) এটিৰ আৱশ্যক আছিল কাৰণে তেখেতৰ কাষ চপাত প্ৰশংসাপত্ৰ দিয়াৰ উপৰিও চিত্ পোৱাৰ সকলো ব্যৱস্থা কৰি দিছিল আৰু এই বিষয়ে সকলো সা-সুবিধা কৰি দিবলৈ মহাবিদ্যালয়ৰ অধ্যক্ষলৈ লিখি দিছিল। তেখেতৰ এনে উদাৰতা দেখি মই তবধ মানিছিলো। অসমৰ শিক্ষাৰ উন্নতি হবলৈ হ'লে শিক্ষিত লোকৰ সংখ্যা বাঢ়িলেই নহয় হ'ব লাগিব অৰ্হতা সম্পন্ন উপযুক্ত শিক্ষক-শিক্ষয়িত্ৰী আৰু শিক্ষাৰ প্ৰশাসনিক বিষয়া এই কথাটো চাৰে মৰ্মে-মৰ্মে উপলব্ধি কৰিছিল আৰু কোনো লোকে প্ৰকৃত শিক্ষিত হবলৈ বিচাৰিলে বা আৱশ্যকীয় প্ৰশিক্ষণ

পাবলৈ ইচ্ছা কৰি তেওঁৰ ওচৰ চাপিলে নকৰো সকলো সুবিধা কৰি দিছিল বা দিহা পৰামৰ্শৰে আপ্যায়িত কৰিছিল। আমি জনাত তেখেতৰ সহায়তেই বহুলোকে ভাৰতৰ বিভিন্ন প্ৰশিক্ষণ প্ৰতিষ্ঠানত প্ৰশিক্ষণ গ্ৰহণ কৰি একোজন বিশেষ কৃতি শিক্ষক-শিক্ষয়িত্ৰী হিচাপে সুনাম কৰিবলৈ সমৰ্থ হৈছে। অধিবিদ্যা পৰিষদৰ লগত জড়িত থকা সকলো লোকেই তেখেতৰ এই গুণৰ কথা সদায়েই সোঁৱৰিব।

৺গগৈচাৰৰ অন্য উল্লেখনীয় গুণ হল—সময় নিষ্ঠা আৰু লগতে নিয়মনিষ্ঠা। তেখেতে যেতিয়া কথা দিয়ে সেইমতে আৰু ঠিক সময়মতে উপস্থিত হোৱাটো তেখেতে এক কৰ্তব্য হিচাপে গণ্য কৰিছিল। সময় আৰু নিয়মমতে কাম নকৰিলে ৺গগৈচাৰে বৰ কষ্ট পাইছিল। আৰু সংশ্লিষ্ট লোকক গালি-গালাজো পাৰিছিল আৰু ভৱিষ্যতে তেনে কাম নকৰিবলৈ উপদেশো দিছিল। এইখিনিতে ৺গগৈচাৰৰ পৰা পোৱা সোৱাদ লগা গালিৰ কথা কব খুজিছো। বাজ্যিক অধিবিদ্যা পৰিষদৰ নগাঁও বাৰ্ষিক অধিবেশনৰ লগতে আছিল বিষয় বাচনি সভা অৰ্থাৎ পাছৰ দুটা বছৰৰ কাৰণে বিষয় বৰীয়া নিৰ্বাচন। কাৰ্য্যকৰি বৈঠকৰ সময় নিৰ্দ্ধাৰণ কৰা হল পুৱা ৮ বজাত। আগাদিনা নিশা ১ বজাতহে সকলো বিছনালৈ গৈছে। গতিকে পুৱা উঠাও সকলোৰে পলম হৈছে। গগৈ চাৰ এই ক্ষেত্ৰত ব্যতিক্ৰম—আমি দুজনমানে উঠি গা-পা ধুই চাইকেলেৰে যাওঁতে দেখো গগৈ চাৰে সভা কক্ষত সভাপতিৰ আসনত অকলে বহি আছে। কাষেদি পাৰহৈ যাবলৈ ধৰোতেই চাৰে-কানিয়া, ধোদ, সোবোপা ইত্যাদি অভিধানত থকা সকলো বিশেষণেৰে আমাক পুৰস্কৃত কৰিলে। আমি কেইজনো ভিজা মেকুৰীহৈ চাই যোৱা কাৰ্য্য বাদ দি তেখেতৰ ওচৰত বহিলো। চাৰ শান্ত হল—উপদেশ দিলে—নিয়মানুবৰ্ত্তিতা আৰু সময়ানুবৰ্ত্তিতাৰ ওপৰত। তেনেদৰে অধিবিদ্যা পৰিষদত খাণ্ড-পিট-যুক্তিহীন দৃষ্টিভংগীৰে যোগদান নকৰিবলৈ পৰামৰ্শ দিলে। অৱশ্যে সেইবাৰেই পদেন সভাপতি লাগে বুলি সংবিধান সংশোধন কৰি চাৰৰ বয়সলৈ চাই সভাপতিৰ পৰা বেহাই দি শিক্ষাধিকৰ্ত্তাক সভাপতি পাতি চাৰক আজীৱন উপদেষ্টা হিচাপে ৰখাৰ ব্যৱস্থা কৰিছিল। সেইহে কৈছো—৺গগৈ চাৰৰ গালিবোৰ আছিল সোৱাদ, কিন্তু গাজত লগা আৰু আমাৰ স্বভাৱবোৰ সংস্কাৰ কৰিবলৈ তেখেতে তেনে ব্যৱস্থা কৰিছিল—যেনেকৈ অসমৰ শিক্ষা সংস্কাৰ কৰি ইয়াক নতুনত্ব দি নতুন পুৰুষক উন্নতিৰ জখলাত উঠিবলৈ উদগনি যোগাইছিল। তেখেতৰ পৰামৰ্শ আৰু আদৰ্শই আমাৰ জীৱনত বিশেষ প্ৰভাৱ পেলাবলৈ সক্ষম হৈছিল। ৺গগৈচাৰ আমাৰ মাজত আজি নাই—কিন্তু তেখেতৰ লিখনিত লিপিবদ্ধ কথাবোৰ আমাৰ মাজত জীৱন্ত হৈ আছে। তেখেতৰ মহান আদৰ্শই আমাক তথা আমাৰ অনুজসকলক অনুপ্ৰাণিত কৰি ভালকামৰ নিৰ্দ্দেশন থৈ যোৱাত সহায় কৰিব। গগৈ চাৰৰ কথা কৈ থাকিলেও ওৰ নপৰে যদিও আমাৰ কথা ইমানতে ওৰ পেলালো। আশাকৰো আমাৰ আদৰ্শস্বৰূপ গগৈচাৰৰ কৰ্মৰ আদৰ্শই আপোনালোকক অনুপ্ৰাণিত কৰক।

শিক্ষাৱন্ধু ড° দণ্ডেশ্বৰ গগৈদেৱৰ আৰু কিছু প্ৰাসঙ্গিক কথা।

১৯৫৩ চনৰ জানুৱাৰী মাহৰ পৰা সুদীৰ্ঘ ১২ বছৰ কাল স্বৰ্গীয় দণ্ডেশ্বৰ গগৈদেৱে নামনি অসম সংমণ্ডলৰ বিদ্যালয় সমূহৰ পৰিদৰ্শকৰ পদ অলংকৃত কৰিছিল। উল্লেখযোগ্য যে সেই সময়ত অসমত মাত্ৰ দুটাহে শিক্ষা সংমণ্ডল আছিল। অবিভক্ত দৰং, অবিভক্ত নগাওঁ, অবিভক্ত শিৱসাগৰ, অবিভক্ত লক্ষীমপুৰ আৰু নগা পাহাৰ জিলাক লৈ উজনি অসম সংমণ্ডল গঠিত হৈছিল। অবিভক্ত কামৰূপ, অবিভক্ত গোৱালপাৰা, খাচিয়া জয়ন্তীয়া পাহাৰ, গাৰো পাহাৰ, অবিভক্ত কাছাৰ জিলা আৰু লুচাই পাহাৰক সামৰি নামনি অসম সংমণ্ডল গঠিত হৈছিল। সেইবাবে বৰ্তমানৰ বিদ্যালয়, পৰিদৰ্শকৰ তুলনাত তেতিয়াৰ বিদ্যালয় সমূহৰ পৰিদৰ্শক তুলনাৰ কৰ্মস্থান অতি বিশাল আছিল।

স্বৰ্গীয় গগৈদেৱক মই ব্যক্তিগত ভাবে পোন প্ৰথম লগ পাইছিলো ১৯৫৮ চনত। মই তেতিয়া গুৱাহাটী ভনবস্ক' স্কুলৰ সহকাৰী শিক্ষক। বয়সতো মাত্ৰ ১৮ বছৰৰ দেওনা পাৰ হৈছিলো হে। শিক্ষকতা কৰিছিলো যদিও পদে পদে ভয়ৰ ভাব এটাই সদয় মনত খুন্দিয়াই আছিল। সেই বছৰৰে মাৰ্চ মাহৰ শেষৰফালে এদিন বিদ্যালয়ৰ শ্ৰেণীসমূহ আৰম্ভ হোৱাৰ লগে লগে আমাৰ প্ৰধান শিক্ষক ৰেঃ ফাঃ পেট্ৰিক বাৰ্ণ্চে জাননী যোগে জনালে যে সিদিনা থন বিদ্যালয় পৰিদৰ্শক বিদ্যালয় পৰিদৰ্শন কৰিবলৈ আহিব। জাননী পাই অন্তৰত ভয়ভাব জাগৃত হ'ল। তেতিয়া ৩য় ঘণ্টা চলিছিল। ৩য় ঘণ্টাত ৬ষ্ঠ শ্ৰেণীত মই নিয়মীয়াকৈ অসমীয়া পঢ়াও। সেইদিনাও ঘণ্টা পৰাৰ লগে লগে শ্ৰেণীত উপস্থিত হলোগৈ। স্বৰ্গীয়া নলিনীবালা দেৱী ৰচিত 'জনমভূমি' কবিতাটো পঢ়াবলৈ আৰম্ভ কৰাৰ লগে লগে পৰিদৰ্শক মহোদয় শ্ৰেণীকোঠাত সোমালহি। সুন্দৰ সুঠাম দেহৰ ওখ-পাখ মানুহজন। তেখেতে শ্ৰেণীৰ ছাত্ৰসকলক দুই এটি প্ৰশ্ন সুধিছিল আৰু ছাত্ৰ-সকলেও সঠিক উত্তৰ দিব পৰা বাবে মই আনন্দিত হলো সাহসো মোৰ বাঢ়িল। তেতিয়া তেখেতেছাত্ৰ এজনক মোৰ ওচৰলৈ মাতি আনি চিনাকী কৰি দিলে। উক্ত ছাত্ৰজনেই আছিল তেখেতৰ একমাত্ৰ পুত্ৰ শ্ৰীমান ডালিম গগৈ (শ্ৰীমান ডালিম গগৈ এতিয়া এজন বিশিষ্ট অভিযন্তা) শ্ৰেণী কোঠাতে গগৈদেৱে মোৰ নাম মোৰ শিক্ষাগত অৰ্হতা আদিৰ বিষয়ে সুধি গম পাইছিল যে মই মেট্ৰিক নৰ্মাল শিক্ষক হিচাপেহে চাকৰিত ভৰ্ত্তি হৈছিলো। তেতিয়া তেখেতে মোক উচ্চ শিক্ষা লভাৰ বাবে উদগনি দিয়ে। প্ৰথম লগ পোৱাৰ দিনাই নিজ পুত্ৰক উপদেশ দিয়াৰ দৰে দিয়া উপদেশবোৰেই মোক উচ্চ শিক্ষা লভাৰ পথত যথেষ্ট অৰিহনা যোগাইছিল।

সেই বছৰৰে গৰমৰ বন্ধৰ পাছৰ এটি ঘটনাই প্ৰমাণ কৰিছিল—শিক্ষাৰ ক্ষেত্ৰত গগৈ-দেৱে ছাত্ৰক কেনেভাবে সহায় কৰিব পাৰে। গুৱাহাটীৰ স্থানীয় উচ্চতৰ মাধ্যমিক বিদ্যালয় এখনৰ ৭ম মানৰ ছাত্ৰ এজনক বিদ্যালয়ৰ পৰা বাধ্যতামূলক প্ৰমাণ পত্ৰ দি বাহিৰ কৰি দিয়া হৈছিল। ছাত্ৰজনৰ দেউতাকে অন্যকোনো বিদ্যালয়তে ভৰ্ত্তি কৰিব নোৱাৰি

বিদ্যালয় পৰিদৰ্শকক ধৰিলে যাতে তেখেতে ছাত্ৰজনক 'ডনবস্ক' স্কুলত ভৰ্ত্তি কৰাৰ সুবিধা কৰি দিয়ে। (যিহেতু ডনবস্ক স্কুলত চৰকাৰৰ হস্তক্ষেপ নাছিল।) প্ৰধান শিক্ষক ফাদাৰ বাৰ্ণচে ছাত্ৰজন আৰু তেওঁৰ দেউতাকৰ পৰা এই মৰ্মে প্ৰতিশ্ৰুতি লিখাই ললে যাতে ছাত্ৰজনে কোনো ছাত্ৰ বা শিক্ষকক কোনোদিনেই অশালীন ব্যৱহাৰ নকৰে। অৱশেষত ছাত্ৰজনক ৭ম শ্ৰেণীত ভৰ্ত্তি কৰা হ'ল। প্ৰতিশ্ৰুতি মৰ্মে কাম হ'ল—ভৰ্ত্তিৰ দিনৰ পৰা প্ৰবেশিকা (তেতিয়া মেট্ৰিকুলেশ্বন) পৰীক্ষা দি ওলাই যোৱা দিনলৈ কাৰো পৰা তেওঁৰ বিৰুদ্ধে এটি শব্দও উচ্চাৰিত নহ'ল। পৰিদৰ্শক গগৈদেৱে সহায় নকৰা হ'লে হয়তো ৭ম শ্ৰেণীতেই উক্ত ছাত্ৰজনৰ শিক্ষাৰ অন্ত পৰিলহেতেন। ছাত্ৰজন এতিয়া এজন বিখ্যাত অভিযন্তা।

১৯৬৫ চনত স্বৰ্গীয় গগৈদেৱে মাধ্যমিক শিক্ষা পৰিষদৰ সচিব পদত অধিষ্ঠিত হয়। তেতিয়াৰ পৰা তেখেতৰ সান্নিধ্যলৈ অহাৰ সুযোগ পাওঁ। নানা ধৰণৰ চেমিনাৰ আদিৰ যোগেদি নতুন শিক্ষা নীতি, পৰীক্ষা পদ্ধতি সংস্কাৰ আদি বিষয়ৰ জ্ঞান লভাৰ বাট মুকলি হৈছিল গগৈদেৱৰ যত্নতেই।

১৯৮২ চনৰ জুন মাহৰ ৪, ৫, ৬ আৰু ৭ তাৰিখে চাৰিদিনীয়া কাৰ্য্যসূচীৰে কামৰূপ জিলা অধিবিদ্যা পৰিষদৰ সৌজন্যও গুৱাহাটীত ৰাজ্যিক অধিবিদ্যা পৰিষদৰ ৩য় বাৰ্ষিক সম্মিলন অনুষ্ঠিত হৈছিল। উক্ত অধিবেশন সাফল্যমণ্ডিত কৰি তুলিবৰ বাবে কামৰূপ জিলা অধিবিদ্যা পৰিষদৰ সভাপতি শ্ৰীতিলোত্তমা বৰুৱাক সভাপতি আৰু গুৱাহাটী এল. ও. জি হিন্দী হাইস্কুলৰ প্ৰধান শিক্ষক শ্ৰীবিপিনচন্দ্ৰ শৰ্মাক সম্পাদক হিচাপে লৈ এখনি শক্তিশালী অভ্যৰ্থনা সমিতি গঠিত হৈছিল। স্বৰ্গীয় গগৈদেৱে এই অধিবেশনৰ অভ্যৰ্থনা সমিতিৰ মেৰুদণ্ড হিচাপে কাম কৰিছিল যদিও তেখেতে আছিল ৰাজ্যিক অধিবিদ্যা পৰিষদৰহে সভাপতি। গুৱাহাটীৰ বাসিন্দা হোৱা বাবেই হয়তো তেখেতে এই গুৰুদায়িত্ব মূৰ পাতি লৈছিল। অধিবেশনৰ বাবে দান বৰঙনি সংগ্ৰহৰ বাবে তেখেতে সদায় মোক লগত লৈ গৈছিল। অধিবেশনৰ আগদিনা কামৰূপ জিলাৰ বিদ্যালয়সমূহৰ পৰিদৰ্শকৰ কাৰ্যালয় লৈ তেখেতে মোক আৰু গুৱাহাটী ৰেলৱে উচ্চতৰ মাধ্যমিক বিদ্যালয়ৰ অধ্যক্ষ শ্ৰীৰমেন্দ্ৰ নাৰায়ণ চেটাৰ্জীক মাতি নি আমাক এটি গুৰুদায়িত্ব অৰ্পণ কৰিছিল। প্ৰতিনিধি থিনিৰ অভ্যৰ্থনাৰ সম্পূৰ্ণ দায়িত্ব আমি লবলগীয়া হৈছিল। নাজানো দায়িত্ব পালনৰ ক্ষেত্ৰত আমি কিমানখিনি কৃতকাৰ্য্য হ'ব পাৰিছিলো।

অসম মাধ্যমিক শিক্ষাপৰিষদৰ সৌজন্যত অবিভক্ত কামৰূপ জিলা অধিবিদ্যা পৰিষদে নলবাৰী চহৰৰ মহেন্দ্ৰ নাৰায়ণ বালিকা উচ্চ মাধ্যমিক বিদ্যালয়ত ইংৰাজী, গণিত, বিজ্ঞান আৰু সমাজ অধ্যয়ন চাৰিটা বিষয়ৰ ওপৰত এখনি ১০ দিনীয়া চেমিনাৰ আৰু ৱাৰ্কচ'প (Seminer cum work-shop) অনুষ্ঠিত হৈছিল। প্ৰতিটি বিষয়ৰ বাবে ২৫ জনকৈ শিক্ষক নিৰ্বাচন কৰা হৈছিল। মাধ্যমিক শিক্ষা পৰিষদে স্বৰ্গীয় গগৈদেৱক এই চেমিনাৰৰ সঞ্চালক নিয়োগ কৰিছিল। চেমিনাৰৰ ১০ দিনমান আগতে গগৈদেৱ আমাৰ স্কুলত উপস্থিত হ'লহি। তেখেতে মোক কৈছিল, "চেমিনাৰত অংশগ্ৰহণকাৰী শিক্ষক শিক্ষয়িত্ৰী-

থিদিব ১০ দিনৰ অভ্যৰ্থনাৰ দায়িত্ব তোমাক দিয়া হ'ল।" সেইবাবে তোমাক অংশ গ্ৰহণকাৰী হিচাবে মতা হোৱা নাই। আগদিনাই তুমি মোৰ লগত নলবাৰীলৈ যাব লাগিব।" গগৈদেৱৰ নিৰ্দেশৰ প্ৰতিবাদ কৰিব নোৱাৰিলো। মই দায়িত্ব মূৰ পাতি লৈছিলো। এইদৰে গগৈদেৱে প্ৰতিটো কামতে মোক তেখেতৰ লগত ছাঁৰ দৰে ৰাখিছিল।

গগৈদেৱৰ কৰ্মস্পৃহা আৰু সকলো কামৰ প্ৰতি উদ্যম আছিল শাৰীৰিক শক্তিও তেনেদৰে অদ্ভুত আছিল। অসম হাইস্কুল শিক্ষক সংস্থাৰ ত্ৰয়োদশ বাৰ্ষিক অধিবেশনখন ১৯৮৪ চনৰ জানুৱাৰী মাহৰ ২০, ২১ আৰু ২২ তাৰিখে কাছাৰ জিলাৰ শিলচৰত অনুষ্ঠিত হৈছিল। উক্ত অধিবেশনৰ মুকলি সভাৰ বিশিষ্ট অতিথি আছিল স্বৰ্গীয় দণ্ডেশ্বৰ গগৈদেৱ। তেখেতে জানুৱাৰী মাহৰ হাড় কপোৱা জাঁৰকো আওকান কৰি ২১ তাৰিখে ৰাতিৰ চুপাৰ বাছত গৈ ২২ তাৰিখে ৰাতিপুৱা ৭-৩০ মান বজাত শিলচৰ পাই পুনঃ ২২ তাৰিখেই ৰাতিৰ চুপাৰ বাছতে ঘূৰি আহিবলৈ টিকট আগতীয়াকৈ কিনি লৈছে। কথাটো জানিব পাৰি যথেষ্ট কষ্ট হ'ব বুলি মই কোৱাত তেখেতে মোক কৈছিল— "তোমালোকেহে মোক বুঢ়া বুলি কোৱা, মই কিন্তু নিজকে বুঢ়া বুলি নাভাবো। বৰং তোমালোকতকৈ মই বেছি বেগাই খোজ কাঢ়িব পাৰো।" সচাকৈয়ে গগৈদেৱে সদায় কান্ধত মনিপুৰী ৰঙা কাপোৰৰ মোনা এটাও প্ৰয়োজনীয় কাগজ পত্ৰ ভৰাই ওলোমাই লৈ দপ্‌দপাই খোজ কাঢ়ি ফুৰাটো আমি সদায়ে লক্ষ্য কৰিছিলো। স্বৰ্গীয় গগৈদেৱৰ বিদেহী আত্মাৰ চিৰশান্তি কামনা কৰি ভগৱানৰ ওচৰত শত সহস্ৰ প্ৰণাম জনালো।

শ্ৰীপবিত্ৰনাথ ভট্টাচাৰ্য্য.
কাৰ্য্যকৰী সভাপতি।

গগৈ দেৱৰ লিখনি—

মোৰ জীৱনৰ সোঁৱৰণ

শ্ৰীদণ্ডেশ্বৰ গগৈ
সভাপতি,
অসম বাণিজ্যিক অধিবিদ্যা পৰিষদ, অসম।

১৯১২ চনৰ ১৯ নৱেম্বৰৰ দিনা আহুচাউল গাঁৱত মোৰ জন্ম হোৱাৰ কথা মাতৃদেৱীৰ পৰা শুনিছিলোঁ। মোৰ পিতৃৰ নাম স্বৰ্গীয় মাধৱৰাম গগৈ আৰু মাতৃৰ নাম আছিল স্বৰ্গীয়া বৃন্দাদেৱী গগৈ। সেই সময়ত মোৰ পিতৃয়ে উত্তৰ লক্ষীমপুৰ মজলীয়া বিদ্যালয়ত প্ৰধান শিক্ষক হিচাবে শিক্ষকতা কৰিছিল। সেই অঞ্চলত তেখেত "মাধৱ পণ্ডিত" বুলিয়েই জনাজাত আছিল। ১৮৯০/৯৪ চনৰ ভিতৰত হোৱা মহামাৰী ইনফ্লুয়েঞ্জা ৰোগত তেখেতৰ প্ৰথম ভাৰ্য্যা আৰু সতিসন্ততি সকলৰ সকলোটি ঢুকোৱাত দেউতাই মোৰ মাতৃদেৱীক বিয়া কৰায়। মাতৃদেৱীৰ ঘৰ কোঁৱৰ গাৱঁত।

দেউতাই আহুচাউল গাঁৱতে যথেষ্ট মাটি সম্পত্তি কৰি বসবাস কৰি চাকৰি কৰি থকাত তেখেতে তাত প্ৰতিপত্তি স্থাপন কৰিব পাৰিছিল; সকলোৰে পৰা আদৰ সন্মানো পাইছিল। বিয়াৰ পাছত মোৰ বাইদেউক মাতৃ দেৱীয়ে প্ৰথম সন্তান হিচাবে লাভ কৰে আৰু কেইবা বছৰো পাছতহে মোক পুত্ৰ ৰূপে লাভ কৰে। মাতৃদেৱীৰ পৰাই শুনিছিলোঁ যে পুত্ৰ সন্তান লাভ কৰিবলৈ দেউতাই নানা তৰহৰ পূজা পাতলাদি কৰিছিল। এদিন অকস্মাতে দেউতাৰ লগত এজন ফকীৰৰ সাক্ষাৎ হয়। ফকীৰে দেউতাক আশীৰ্বাদ দি অতি সোনকালে এজন সুযোগ্য পুত্ৰ সন্তান লাভ কৰিব বুলি কৈছিল আৰু তাৰ পাছতেই মোৰ জন্ম।

দেউতাই ১৮৯০ চন বা তাৰ কেইবছৰ মান আগৰে পৰা উত্তৰ লক্ষীমপুৰ চৰকাৰী মজলীয়া বিদ্যালয়ত শিক্ষকতা কৰিছিল। স্বৰ্গীয় পাণীন্দ্ৰ নাথ গগৈ আৰু স্বৰ্গীয় পদ্মনাথ গোহাঁঞি বৰুৱা তেখেতৰ খ্যাতিমন্ত ছাত্ৰ আছিল আৰু দুয়োজনেই তেখেতৰ বিদ্যালয়ৰ পৰা প্ৰথমবাৰৰ বাবে অতিশয় সুখ্যাতিৰে উত্তীৰ্ণ হৈ খ্যাতি অৰ্জন কৰিছিল।

পিতৃ-মাতৃয়ে মোক অতি যত্নৰেই ডাঙৰ দীঘল কৰিছিল। সৰুতে মোক ছাগলী গাখীৰহে খুৱাইছিল। শুনা যায় মোক মুখত ভাত দিয়া অনুষ্ঠানটো পয়োভৰ পূৰ্ণ এটি উৎসৱতে পৰিণত হৈছিল আৰু সেই উৎসৱলৈ ওচৰৰ গাৱঁৰ সকলো লোকক নিমন্ত্ৰণ কৰি আপ্যায়িত কৰা হৈছিল।

বিদ্যালয়লৈ যাব পৰা বয়স হোৱাত মোক ওচৰৰ ৩নং চুতীয়া কাউৰ প্ৰাথমিক বিদ্যালয়ত ভৰ্তি কৰাই দিছিল। সেই বিদ্যালয়ত মোক ভৰ্তি কৰোৱাৰ প্ৰধান কাৰণ আছিল সেই বিদ্যালয় খনৰ কোলামণি নামৰ খ্যাতিমন্ত শিক্ষকজন। সেইখন বিদ্যালয়ৰ পৰাই মই প্ৰাথমিক বৃত্তি পৰীক্ষাত অৱতীৰ্ণ হৈছিলোঁ। কিন্তু মোৰেই দুৰ্ভাগ্য, যে

সকলো বিষয়তে উচ্চ হাৰৰ নম্বৰ পোৱা সত্বেও ব্যায়াম বিষয়ত ভাগ কৰিব নোৱাৰাৰ বাবে, মই বৃত্তি পোৱাৰ পৰা বঞ্চিত হ'লোঁ। সেই কথা মনত পৰিলে আজিও মনটো সেমেকি উঠে।

প্ৰাথমিক শিক্ষা সাং কৰি ১৯২৪ চনত মাৰ্চ মাহত উত্তৰ লক্ষীমপুৰ চৰকাৰী হাই স্কুলত ভৰ্তি হওঁ। কিন্তু অতিশয় দুৰ্ভাগ্যৰ কথা, যে আমাক নিঠৰুৱা কৰি থৈ আগষ্ট মাহত পিতৃ দেৱতা স্বৰ্গগামী হ'ল। মই সৰু লৰা হিচাবে তেখেতৰ মৃত্যুৱে আমালৈ কঢ়িয়াই অনা অপূৰণীয় ক্ষতিৰ কথা তেতিয়া অনুভৱ কৰিব পৰা নাছিলোঁ। আনকি মই নিজে দেউতাৰ চিতাত অগ্নি সংযোগ কৰাৰ পাছতো তেখেতৰ অভাৱ অনুভৱেই কৰিব নোৱাৰিছিলোঁ। কাৰণ সকলো কথাতে আইতাক (মাতৃদেৱীক) বৰ ভাল পাইছিলোঁ; তেখেতৰ আদৰ যত্ন, মৰমে মোক বেছিকৈ আকৃষ্ট কৰিছিল; আইতাৰ মৰমৰ মাজত ডুব গৈ থাকি দেউতাৰ কথা পাহৰিয়ে গৈছিলোঁ।

সেই সময়ত আৰু তাৰো কিছুদিন পাছলৈকো আমাৰ ঘৰুৱা অৱস্থা বৰ টনকিয়াল আছিল। চাৰিটা ধানৰ ভঁৰাল আছিল। ১০/১৫ জনী মান খীৰতী ম'হ আছিল গতিকে ঘৰতে যথেষ্ট গাখীৰ আছিল। প্ৰায় ১৫ বিঘা মাটি জুৰি থকা ঘৰ বাৰীত তামোল পান, কঠাল আদি উদ্ভিদ ৈহ আছিল। লগতে আছিল বাঁহনি আৰু চুৰা পাতনি।

খেতিৰ মাটিও যথেষ্ট আছিল, মাটিবোৰ অতিশয় উৰ্বৰা আছিল, সেইবাবে, যথেষ্ট ধান পোৱা হৈছিল। ধান বেচি বুজন পৰিমাণৰ ধন পোৱা গৈছিল। মাছ পুথিৰ বাবে কোনো চিন্তাই নাছিল। পোহাৰী আৰু বেপাৰী বোৰে ঘৰতেই ধানলৈ মাছ দিছিলহি।

দেউতাৰ মৃত্যুৰ পাছত খেতি বাতি আদি চোৱা-চিতা কৰা মানুহৰ অভাৱ হোৱাত আমাৰ ঘৰৰ অৱস্থা লাহে লাহে পৰি আহিবলৈ ধৰিলে। আইতাই অকলে ইমানবোৰ কাম চম্ভালা সম্ভৱ নহয়। তথাপি তেখেতে ঘৰতে থাকি বহুতো বস্তু বিক্ৰী কৰি যথেষ্ট উপাৰ্জন কৰিছিল। গতিকে মই বৰকৈ অভাৱ অনুভৱ কৰা নাছিলোঁ।

প্ৰৱেশিকা পৰীক্ষাৰ সময় চাপি আছিল; ১৯৩২ চনত আমি প্ৰৱেশিকা পৰীক্ষাৰ্থী-সকল যোৰহাটলৈ যাব লগা হলোঁ। প্ৰথম বাৰৰ বাবে ঘৰৰ পৰা আঁতৰলৈ যাব লগা হোৱাত মাতৃদেৱীয়ে নানা উপদেশ দিলে। তেতিয়ালৈকে মই জোতা বা চেণ্ডেল পিন্ধিয়েই পোৱা নাছিলোঁ।

আমি যোৰহাটৰ চৰকাৰী হাইস্কুলৰ হোষ্টেলত আছিলোগৈ তাতেই যোৰহাটৰ বহুতো ছাত্ৰ লগত চিনাকি হৈছিলো। সেই চিনাকিয়েই সময়ত গৈ গাঢ় বন্ধুত্বত পৰিণত হৈছিলগৈ।

তেতিয়া অসমৰ হাইস্কুল কলেজবোৰ কলিকতা বিশ্ববিদ্যালয়ৰ অধীনত আছিল। এদিন কলিকতা বিশ্ববিদ্যালয়ে প্ৰৱেশিকা পৰীক্ষাৰ ফলাফল ঘোষণা কৰিলে। মই

M., L., rl,—এই তিনিটা বিষয়ত লে'টাৰ নম্বৰ লৈ প্ৰথম বিভাগত উত্তীৰ্ণ হ'লোঁ। সকলোৰে পৰা প্ৰশংসা লাভ কৰিলোঁ। প্ৰধান শিক্ষক আৰু অন্যান্য শিক্ষক সকলেও মোক উচ্চ শিক্ষাৰ বাবে গুৱাহাটীলৈ যাবলৈ উদগনি দিলে। তেতিয়া আমাৰ আৰ্থিক অৱস্থা বেয়া। বহুতো চিন্তা কৰি আইতাই কিছু মাটি বিক্ৰী কৰি মোৰ পঢ়াৰ ধন যোগাৰ কৰিলে। লক্ষীমপুৰৰ অগ্ৰজ সকলৰ লগত বদতিত জাহাজত উঠি গুৱাহাটীলৈ যাত্ৰা কৰিলোঁ। মোৰ অন্তৰত থাকিল গুৱাহাটীত উচ্চ শিক্ষা লাভৰ অফুৰন্ত হেপাহ আৰু ভৱিষ্যতে মানুহ হোৱাৰ ৰঙীন সপোন।

গুৱাহাটীৰ কটন কলেজৰ ২নং ছাত্ৰাবাসত মই ঠাই পালোঁ। এখন বহল আৰু শিক্ষিত সমাজৰ লগত পৰিচয় হোৱাৰ সুযোগ পালোঁ। তেতিয়াৰ দিনত অসমৰ ধনী লোকৰ সন্তান সকলেই কটনত পঢ়াৰ সুযোগ পাইছিল। বহুতো ধনীলোকৰ পুত্ৰ সকলৰ লগত মোৰ নিচিনা আৰ্থিক দুৰৱস্থাৰ ছাত্ৰ এজনে মাজে মাজে বৰ অসহায় বোধ কৰিছিলোঁ। কিন্তু হোষ্টেললৈ নতুনকৈ অহা ছাত্ৰ সকলৰ আদৰণি সভাত মোৰ ভাষণ শুনি সকলোৰে মোক আদৰ কৰিবলৈ ধৰিলে আৰু মোৰ আৰ্থিক দুৰৱস্থাৰ কথা জানি হোষ্টেলৰ মেচৰ খৰচৰ ৫০ ভাগ মোক ৰেহাই দিছিল। তাৰ কাৰণে সেই সময়ৰ মোৰ সহপাঠীসকলৰ ওচৰত মই আজিও ঋণী হৈ আছোঁ।

কটন কলেজৰ চাৰি বছৰীয়া অধ্যয়ণ কালত নিজ বুদ্ধি মত্তাৰ পৰিচয় দিব পাৰি, তদুপৰি নানা সংগঠন মূলক কামত সহযোগিতা আগবঢ়াবলৈ সুযোগ পাই গৌৰৱ বোধ কৰিছিলোঁ। সমাজৰ পৰা সমাদৰো লাভ কৰিছিলোঁ। এখন বহল, শিক্ষিত সমাজত লাভ কৰা স্বীকৃতিয়ে মোক অসীম অনুপ্ৰেৰণা যোগাইছিল। সামাজিক উপযুক্ততাৰ লগতে অধিক মানসিক উপযুক্ততা আহৰণ কৰিবলৈ মহাবিদ্যালয়ৰ পুথিভঁৰালত প্ৰায়ে গভীৰ অধ্যয়নত ৰত হৈছিলোঁ।

আই, এ, পৰীক্ষাত প্ৰথম বিভাগত উত্তীৰ্ণ হৈ সংস্কৃত ভাষাত অনাৰ্চ লৈ স্নাতক মহলাত ভৰ্ত্তি হওঁ আৰু ১৯৩৬ চনত দ্বিতীয় শ্ৰেণীৰ অনাৰ্চ লৈ স্নাতক পৰীক্ষাত উত্তীৰ্ণ হওঁ। সেই বছৰেই কলিকতালৈ গৈ অৰ্থবিজ্ঞানত এম, এ, পঢ়িবলৈ লওঁ আৰু ১৯৩৮ চনত সুখ্যাতিৰে এম, এ, পাছ কৰোঁ। লগে লগেই মুৰাৰিচান্দ কলেজত অধ্যাপকৰ পদত নিযুক্তি পাই সেই বছৰৰে ডিচেম্বৰ মাহত কলেজত যোগদান কৰি কৰ্ম জীৱন আৰম্ভ কৰোঁ।

মুৰাৰিচান্দ কলেজত অধ্যাপনা কৰা দুবছৰীয়া কাল ছোৱাত অধ্যক্ষ আৰু পুৰণি অধ্যাপক সকলে মোক বৰ মৰম কৰিছিল। অতি সোনকালেই ছাত্ৰ সকলৰ লগতো ঘনিষ্টতা গঢ়ি উঠিছিল।

১৯৪০ চনৰ অক্টোবৰ মাহৰ প্ৰথম সপ্তাহত মই কটন কলেজত অধ্যাপক হিচাবে যোগদান কৰোঁ। কটনত মোৰ শিক্ষা গুৰু স্বৰ্গীয় উমা কান্ত গোস্বামী আৰু ড° মথুৰা নাথ গোস্বামী দেৱে মোক সকলো প্ৰকাৰে সহায় কৰিছিল।

১৯৪১/৪২ চনত দ্বিতীয় মহাযুদ্ধৰ সময়ত কটন কলেজৰ সকলো ছাত্ৰাবাস মিলিটেৰীয়ে

অধিগ্ৰহণ কৰি হস্পিতালত পৰিণত কৰে। গতিকে কলেজৰ বাবে এক দুৰ্যোগ নামি আহে। সেই সময়ৰ অধ্যক্ষ স্বৰ্গীয় হৰ্ষ সেনে এটা মেচৰ ব্যৱস্থা কৰিবলৈ অধ্যাপক সকলক আহ্বান জনায়। সেই আহ্বানৰ পৰিপ্ৰেক্ষিতত স্বৰ্গীয় অধ্যাপক ফণীধৰ দত্ত আৰু মই আগবাঢ়ি যাওঁ আৰু টাউনৰ নানা ঠাইত ঘূৰি ছাত্ৰাবাসৰ বাবে এটা ঘৰ যোগাৰ কৰোঁ। ১৯৪২ চনৰ জুলাই মাহৰ পৰা ১৯৪৫ চনলৈকে এই অস্থায়ী হোষ্টেল চলে। এই হোষ্টেলৰ বাবে আৱশ্যক হোৱা সকলো সামগ্ৰী অশেষ কষ্টেৰে যোগাৰ কৰি দিয়াৰ ফলত ছাত্ৰ সকলৰ লগত ঘনিষ্ঠতা গঢ়ি উঠে। যুদ্ধৰ অন্তত হোষ্টেল বোৰ মিলিটেৰীয়ে আজৰাই দিয়াত ছাত্ৰ সকল কলেজ হোষ্টেলৰ নিজ নিজ মেচলৈ ঘূৰি আহে। নতুন হোষ্টেলৰ চুপাৰিন্টেণ্ডেণ্টৰ দায়িত্ব আমাৰ ওপৰত অৰ্পিত হয়। ছাত্ৰাবাসৰ পুৰণি ঐতিহ্য ঘূৰাই আনিবৰ কাৰণে আমি যৎপৰোনাস্তি চেষ্টা কৰোঁ। ১৯৪৮ চনত স্বৰ্গীয় ফণীধৰ দত্ত দেৱ গুৱাহাটী বিশ্ববিদ্যালয়ৰ ৰেজিষ্ট্ৰাৰ পদত নিযুক্তি লাভ কৰাত ২ নম্বৰৰ পৰা ৫নং মেচলৈ ছাত্ৰাবাসৰ দায়িত্ব মোৰ ওপৰতে ন্যস্ত হয়। ১৯৪০ চনৰ পৰা ১৯৫৩ চনৰ জানুৱাৰী লৈকে কটনত থকা কাল ছোৱাত কলেজৰ বিভিন্ন কামত সক্ৰিয় সহযোগিতা আগবঢ়াইছিলোঁ। হোষ্টেলৰ দায়িত্বত থকাৰ উপৰিও কলেজৰ নামভৰ্ত্তি আৰু বিশ্ববিদ্যালয়ৰ বিভিন্ন পৰীক্ষা পৰিচালনাৰ কামত অধ্যক্ষক সহায় কৰিছিলোঁ।

১৯৫০ চনৰ ১৫ আগষ্টত ভাৰতৰ পূবাঞ্চলত হোৱা প্ৰলয়ঙ্কৰ ভূমিকম্পৰ পাহাৰ বাগৰি পৰি সোৱণশিৰী নদীত ভেটাৰ সৃষ্টি হৈ, গতি বন্ধ হৈ থকাৰ পাছত হঠাতে ভেটা ভাঙি পানী বাগৰি অহাত এটা বিৰাট অঞ্চল ধ্বংসৰ গৰাহত পৰে। সেই ধ্বংস হোৱা অঞ্চলত জৰীপৰ কাম কৰিবৰ কাৰণে মই ৩০ জনীয়া ছাত্ৰৰ দল এটা লৈ সোৱণশিৰী অঞ্চললৈ যাব লগা হওঁ। প্ৰায় এমাহ কাল আমি ক্ষয়-ক্ষতিৰ জৰীপ কৰি অতি কষ্টৰ মাজেৰে ঘিলামৰাত কটাব লগা হওঁ। এই জৰীপ কাৰ্য্যত ছাত্ৰ সকলৰ কৰ্তব্য নিষ্ঠা, উদ্যম সহিষ্ণুতা আৰু দৃঢ় মনোবল দেখি সকলোৱে ভূয়সী প্ৰশংসা কৰিছিল। অপৰিসীম কষ্টৰ মূৰত ক্ষয়-ক্ষতি সম্পৰ্কীয় এটি বিতং বিৱৰণীসহ প্ৰতিবেদন চৰকাৰৰ ওচৰত দাখিল কৰা হয়। দলপতি হিচাবে প্ৰশংসাৰ ভাগ আমালৈকো আহিছিল। ইয়াৰ আগতেও আমি ২০ জনীয়া ছাত্ৰৰ এটা মৈত্ৰী দল লৈ কহিমা আৰু ইম্ফল ভ্ৰমণ কৰি উত্তৰ পূৰ্বাঞ্চলৰ অধিবাসীসকলৰ মাজত ভ্ৰাতৃত্ব জগাই তুলিবৰ কাৰণে অহোপুৰুষাৰ্থ কৰিছিলোঁ।

কটন কলেজৰ সোণালী জয়ন্তী মহোৎসৱ উদযাপন সমিতিৰো সাধাৰণ সম্পাদকৰ দায়িত্ব মোৰ ওপৰতে অৰ্পিত হৈছিল। এই উৎসৱ সাফল্য মণ্ডিত কৰাৰ ক্ষেত্ৰত আমি আমাৰ সৰ্বশক্তি প্ৰয়োগ কৰিবলৈ অলপো কাৰ্পন্য কৰা নাছিলোঁ।

১৯৫৩ চনত জানুৱাৰী মাহত মোক চৰকাৰে বিদ্যালয় সমূহৰ পৰিদৰ্শকৰ পদত নিয়োগ কৰে। তেতিয়া অসমত মাত্ৰ দুটাহে শিক্ষা সংমণ্ডল আছিল। এটা উজনি অসম সংমণ্ডল। নগাওঁ, দৰং, শিৱসাগৰ, লক্ষীমপুৰ, আৰু নগাপাহাৰ জিলা এই সংমণ্ডলৰ অন্তৰ্গত। আনটো সংমণ্ডল আছিল নামনি অসম সংমণ্ডল। কামৰূপ, গোৱালপাৰা,

খাচিয়াজয়ন্তীয়া পাহাৰ, গাৰোপাহাৰ, কাছাৰ আৰু লুচাই পাহাৰ জিলা নামনি অসম সংমণ্ডলৰ অন্তৰ্গত আছিল। মোক নামনি অসমৰ দায়িত্ব দিছিল। প্ৰায় ১২ বছৰ কাল নামনি অসম সংমণ্ডলৰ বিদ্যালয়সমূহৰ পৰিদৰ্শক হৈ থকা কালত বিদ্যালয়সমূহৰ পৰিদৰ্শন আৰু সাধাৰণ প্ৰশাসনীয় কামৰ উপৰিও বহুতো বিষয়ত সেৱা আগবঢ়াব লগা হৈছিলোঁ। বিশেষকৈ স্কাউট আন্দোলনটো সক্ৰিয় কৰি ছাত্ৰ-ছাত্ৰী সকলৰ শাৰীৰিক মানসিক আৰু নৈতিক উন্নতিৰ ক্ষেত্ৰত বিশেষ ভূমিকা গ্ৰহণ কৰিব লগা হৈছিলোঁ। তদুপৰি শাৰীৰিক বিদ্যালয় স্থাপন আৰু জিলা পুথিভঁৰাল স্থাপন আদিৰ পৰিকল্পনাৰ ক্ষেত্ৰতো যথেষ্ট কষ্ট স্বীকাৰ কৰিব লগা হৈছিলোঁ। ইয়াৰ পাছত কেইবছৰ মান যোৰহাটত উজনি অসম সংমণ্ডলৰ বিদ্যালয়সমূহৰ পৰিদৰ্শকৰূপে থাকিব লগা হওঁ।

১৯৬৫ চনত চৰকাৰে মোক অসম মাধ্যমিক শিক্ষা পৰিষদৰ সচিব পদত নিয়োগ কৰে। সেই পদত থকা সময়তে পৰীক্ষা পদ্ধতি সংস্কাৰ সাধনৰ উদ্দেশ্যে নতুন নীতি আৰু উপায় উদ্ভাৱন কৰা হয় আৰু তাত আমি কৃতকাৰ্য্যতাও লাভ কৰোঁ। ফলত অসমৰ শিক্ষাৰ ক্ষেত্ৰত এক নৱজাগৰণৰ সৃষ্টি হয়। সেই সময়তে ভাৰততো পৰীক্ষা পদ্ধতি সংস্কাৰ সম্পৰ্কে আন্দোলনেই গঢ়ি উঠিছিল। সেই আন্দোলনৰ দিগ্‌দৰ্শনকাৰী আছিল অসম আৰু অসমেই নতুন পৰীক্ষা পদ্ধতি উদ্ভাৱনৰ ক্ষেত্ৰত সৰ্বভাৰতীয় ক্ষেত্ৰত প্ৰথম স্থান লাভ কৰি কৃতিত্ব অৰ্জন কৰে।

১৯৬৮ চনত মই চৰকাৰী চাকৰিৰ পৰা অৱসৰ গ্ৰহণ কৰোঁ আৰু তাৰ পাছতে মোক গুৱাহাটী বিশ্ববিদ্যালয়ে বিশ্ববিদ্যালয়ৰ স্নাতকোত্তৰ শ্ৰেণীৰ সচিব পদত নিযুক্তি দিয়ে। সেই পদত মই সাত বছৰ কাল সেৱা আগবঢ়াওঁ। বিদ্যালয়ৰ সাধাৰণ শিক্ষাৰ সংকীৰ্ণ পৰিৱেশৰ পৰা বিশ্ববিদ্যালয়ৰ স্নাতকোত্তৰ শ্ৰেণীৰ বিশাল আৰু বিস্তীৰ্ণ শিক্ষাৰ গণ্ডীৰ মাজলৈ আহি উচ্চ আৰু বহল ক্ষেত্ৰত মোৰ সেৱা আগবঢ়াবলৈ সুযোগ পাওঁ। বিশ্ব-বিদ্যালয়ত থকা কেইবছৰ প্ৰথমে দুৰ্য্যোগপূৰ্ণ আছিল যদিও, আশাশুধীয়া প্ৰচেষ্টা আৰু নিৰৱচ্ছিন্ন পৰিশ্ৰমৰ ফলত ছাত্ৰ-ছাত্ৰী সকলৰ বাবে হোষ্টেলৰ আৰু অন্যান্য বহুতো সা-সুবিধা আগবঢ়াবলৈ সমৰ্থ হওঁ। তাৰ ফলত ছাত্ৰ-ছাত্ৰী সকলৰ পৰা সন্মান আৰু শ্ৰদ্ধা লাভ কৰোঁ।

১৯৭১/৭২ চনৰ ভাষা আন্দোলনত গুৱাহাটী বিশ্ববিদ্যালয়ৰ স্নাতকোত্তৰ ছাত্ৰ সন্থাই আগভাগ লৈছিল। সেই সময়ত ছাত্ৰ সন্থাৰ সচিব আছিল স্বৰ্গীয় প্ৰসন্ন নাৰায়ণ চৌধুৰী। তেওঁ মোক সদায় সন্মান কৰি চলিছিল আৰু আন্দোলনৰ সম্পৰ্কত নানা পৰামৰ্শ লৈছিল। আন্দোলনৰ এটা সন্মানজনক সমাধানৰ বাবে কেন্দ্ৰীয় শিক্ষামন্ত্ৰী আৰু প্ৰধান মন্ত্ৰীয়ে চেষ্টা চলাইছিল, ফলত অসম চৰকাৰৰ লগত এটা চুক্তি সম্পাদিত হৈছিল। কিন্তু বৰ দুখৰ বিষয় যে, পাছত চৰকাৰে সেই চুক্তি মতে কাম নকৰিলে।

১৯৭৪ চনত অসম চৰকাৰে মোক অসম মাধ্যমিক শিক্ষা পৰিষদৰ প্ৰথম অনাচৰকাৰী (Non official) সভাপতিৰূপে নিযুক্তি দিয়ে। ১৯৭৪ চনৰ মে মাহত বিশ্ববিদ্যালয়ৰ পৰা আহি শিক্ষা পৰিষদত যোগদান কৰোঁ। নতুন শিক্ষানীতিৰ আধাৰত মাধ্যমিক

পৰ্য্যায়ত নতুন পাঠ্যক্ৰম আৰু পাঠ্যপুথিপ্ৰবৰ্তন কৰিবলৈ ইতিমধ্যে পৰিষদে সিদ্ধান্ত লৈছিল। কিন্তু ইয়াৰ পৰা উদ্ভৱ হোৱা উদ্ভুত পৰিস্থিতিৰ সন্মুখীন হ'ব লগা হওঁ। বিজ্ঞান, সমাজ অধ্যয়ন, গণিত আৰু কৰ্ম অভিজ্ঞতা সকলো ছাত্ৰ-ছাত্ৰীৰ বাবে বাধ্যতামূলক হোৱাত কাগজে পত্ৰই বহুতো বিৰূপ সমালোচনা হ'বলৈ ধৰে ; তাৰ উপৰিও উপযুক্ত পাঠ্যপুথি নথকাত আৰু শিক্ষক সকলেও নতুন বিষয়সমূহৰ পাঠদান কৰিবলৈ অসমৰ্থ হোৱা বুলি এটা জনমত গঠন হোৱাত পৰিস্থিতি জটিল হৈ পৰে। গতিকে ইয়াৰ এটা বিজ্ঞান সন্মত সমাধান বিচাৰি মই বহুতো অভিজ্ঞ শিক্ষাবিদৰ লগত আলোচনা কৰোঁ। আৰু সমস্যা সমাধানৰ বাবে পাঠ্যপুথি সৰলীকৰণকে আদি কৰি বহুতো উপযুক্ত আৰু ফলপ্ৰসূ ব্যৱস্থা গ্ৰহণ কৰিব লগা হওঁ। সেই পৰিপ্ৰেক্ষিতত শিক্ষক সকলক নতুন বিষয় বোৰৰ পাঠদানৰ বাবে সক্ষম কৰি তুলিবৰ কাৰণে প্ৰশিক্ষণ দিবলৈ জিলাই জিলাই প্ৰশিক্ষণ শিবিৰ পতাৰ সিদ্ধান্ত কৰা হয়। প্ৰত্যেকথন বিদ্যালয়ৰ অন্ততঃ চাৰিজনকৈ শিক্ষকক প্ৰশিক্ষণ দিয়াৰ ব্যৱস্থা হাতত লোৱা হয়। ইয়াৰ বাবে পৰিষদৰ শিক্ষা বিষয়া সকলকো উচ্চ পৰ্য্যায়ৰ প্ৰশিক্ষণ দিয়াই অনা হয়। এই শিক্ষা বিষয়া সকলে বিভিন্ন জিলাৰ প্ৰশিক্ষণ শিবিৰত শিক্ষক সকলক পাঠদান সম্পূৰ্ণকৈ প্ৰশিক্ষণ দিয়ে। শিক্ষক সকলৰ বাবে প্ৰতি বিষয়ৰ হাত পুথিৰো ব্যৱস্থা কৰা হয়। ৰেডিঅ'ৰ যোগেদিও পাঠদানৰ ওপৰত আলোচনা দাঙি ধৰা হয়। এই সকলোবোৰ ব্যৱস্থা কাৰ্য্যকৰী কৰাৰ কাৰণে এক শকত পুঁজিৰ আৱশ্যক হয় আৰু আমি N.C.E.R.T.-ৰ পৰা এই পুজিৰ ধন আদায় কৰিবলৈ সমৰ্থ হওঁ। ১৯৭৪ চনৰ অক্টোবৰ মাহৰ পৰা ১৯৭৫ চনৰ শেষলৈ এই সময়ছোৱাৰ ভিতৰত নতুন আঁচনিখন কাৰ্য্যকৰী কৰাৰ প্ৰক্ৰিয়া সম্পূৰ্ণ কৰি তোলা হয়। এই নতুন পাঠ্যক্ৰমত নতুন পৰীক্ষা পদ্ধতিত ১৯৭৬ চনত পৰীক্ষা অনুষ্ঠিত কৰি কৃতকাৰ্য্যতা লাভ কৰা হয়। মাধ্যমিক শিক্ষাৰ ক্ষেত্ৰত সুদূৰ প্ৰসাৰী ফল লাভ কৰি অসমে ভাৰতীয় শিক্ষা জগতত এক অভিলেখ সৃষ্টি কৰে। ইয়ে মাধ্যমিক শিক্ষা স্বয়ং সম্পূৰ্ণ হোৱাত প্ৰভূত সহায়ক হয়। শিক্ষাদান আৰু শিক্ষা সম্প্ৰসাৰণৰ ক্ষেত্ৰতেই মোৰ কৰ্মজীৱন অতিবাহিত হৈছে। গতিকে শিক্ষাৰ লগত সংশ্লিষ্ট অনুষ্ঠানৰ লগতেই মই জড়িত। তলত উল্লেখ কৰা অনুষ্ঠান সমূহৰ লগত মই জড়িত হৈ আছিলো আৰু এতিয়াও জড়িত হৈ আছোঁ :

1. Examination Reform Committee, N. C. E. R. T., Delhi.
2. Text Book Production Committee, N. C. E. R. T.
3. Member, Governing Body, Regional College of Education, Bhubaneswar.
4. Member, Executive Council Dibrugarh University and Gauhati University.
5. Member of the Court, Dibrugarh and Gauhati University.
6. Chairman, Co-ordination Committee for Common Syllabus of Higher Secondary and P. U. Courses.

7. Chairman of the Committee for preparation of curriculam and Syllabus for Higher Secondary course including Vocations.
8. Member, University Selection Board, G. U. & D. U.
9. Member, Secretary for the Committee to Examine opening of Post Graduate classes in Cotton College.
10. Member of the Committee to study the Degree Colleges of Assam and for their retrospect.
11. Member of the Committee for Selection of V. C. of the D. U. for two occasions.
12. Member of the Assam Sanskrit Board.
13. Member of the Advisory Committee on Education formed by the Govt. of Assam.
14. Member of the Higher Secondary Education Council, Assam.
15. President, State Academic Council of the Heads of High and Higher Secondary Schools, Assam.
16. President, Management Committee of the K. K. Hendique Memorial Trust (Regd.)
17. Member of G. B. of B Barua College, Gauhati College and Permanent donor member of Handique Girls College.
18. Honorary counsellor, Bharat Scouts and Guides and member of the National Council and Executive of the same.
19. (a) Presided over All Assam Primary Teachers' conference.

(b) Presided over All Assam M. E. School Teachers' Conference.

(c) Presided over All Assam High School Teachers' Conference.

(d) Presided over Annual Conference of the State Academic council since its inception and as chief quest of the College Teachers' Conference.

20. Inspected about 40 Colleges under G. U. for the purpose of affiliation.

21. Attended Training Course for Community Development in Missouri, Attended All India Labour Conference etc

মোৰ কৰ্ম জীৱনত কাম কৰাটোৱেই আছিল লক্ষ্য আৰু বৰ্তমানলৈকে বিভিন্ন স্তৰত কাম কৰি যাবলৈ ভগৱানৰ কৃপাদৃষ্টি লাভ কৰিছোঁ। সকবে পৰাই কৰ্মৰ প্ৰতি মোৰ স্পৃহা আছিল। সেই স্পৃহা জাগিছিল গাঁৱতে। গাঁৱৰ সকলোৱে মোক মৰমতে "মইনা" বুলি মাতিছিল। সেই আপাহতে গাঁৱৰ সকলোৰে সংস্পৰ্শলৈ আহিবলৈ সুযোগ পাইছিলো আৰু সেই সুযোগকে লৈ গাঁৱৰ সকলো ৰাজহুৱা অনুষ্ঠানতে সক্ৰিয় ভাৱে, সহযোগ কৰিছিলোঁ। অৱশ্যে সেই সময়ৰ উত্তৰ লক্ষীমপুৰৰ ঠেক আৰু সীমিত পৰিৱেশৰ মাজত নিজকে উন্নত কৰিবলৈ তেনে কোনো সুবিধা পোৱা নাছিলোঁ। কটন কলেজলৈ আদি বহল পৰিৱেশত প্ৰথমতে থাপ খোৱাটো মোৰ পক্ষে সম্ভৱ নাছিল তথাপিও সময়ৰ সুযোগ গ্ৰহণ কৰিবৰ কাৰণে সদায় সচেষ্ট আছিলোঁ। তাৰ ফল স্বৰূপে মই সেৱা আগবঢ়াবলৈ এখন অতি আহল বহল ক্ষেত্ৰ লাভ কৰিলোঁ।

কৰ্ম জীৱনৰ আৰম্ভনিৰে পৰাই ছাত্ৰ-ছাত্ৰী সকলৰ লগত মোৰ সম্বন্ধ আছিল অতি মধুৰ। কেতিয়াও কোনো কামতে ছাত্ৰ-ছাত্ৰীৰ অপ্ৰিয় ভাজন হোৱা মোৰ মনত নপৰে।

মই সকবে পৰা ধৰ্মভীৰু আছিলোঁ। ভগৱানৰ ওপৰত মোৰ অটল বিশ্বাস। সকলো ধৰ্মতে চিৰন্তন সত্য থকা মূল সত্যটো উপলব্ধি কৰিবলৈ চেষ্টা কৰিছিলোঁ। সেই সত্যৰ উপলব্ধি হিচাবেই সকলো মানুহেই যে ঐশ্বৰিক গুণ সম্পন্ন, সেইটো মোৰ বিশ্বাসত পৰিণত হৈছিল। গতিকে, সকলো মানুহক ভাল পোৱা আৰু সকলোৰে সুখ শান্তি আৰু মঙ্গলৰ বাবে সদায় ভগৱানৰ ওচৰত প্ৰাৰ্থনা কৰাটো মোৰ দৈনন্দিন কাৰ্য্যত পৰিণত হৈছিল। মই মনে প্ৰাণে বিশ্বাস কৰোঁ, যে এদিন পৃথিৱীত ৰামৰাজ্য প্ৰতিষ্ঠা হ'ব—যি দিনা সকলো মানুহেই নিজ অন্তৰ্নিহিত ঐশ্বৰিক গুণৰ প্ৰতীক বুলি উপলব্ধি কৰি সকলো ধৰণৰ হিংসা ঈৰ্ষা, কপটতা পৰিহাৰ কৰিব আৰু সকলোৰে সুখত আনন্দ আৰু আনৰ দুখত দুখ পাব। যদিও বৰ্তমানৰ জটিলতাপূৰ্ণ জগতত এই বিশ্বাসে কাম কৰা নাই, তথাপি জীৱনৰ লক্ষ্য হিচাবে, তাৰ বাবেই কাম কৰি যাবলৈ মই প্ৰতিশ্ৰুতিবদ্ধ আৰু সেই বাবে কেতিয়াও চেষ্টাৰ ত্ৰুটী নহ'ব।

আজি জীৱনত এইখিনি আনন্দ লাভ কৰিবলৈ সমৰ্থ হৈছোঁ, যে মই যি যি কৰ্মক্ষেত্ৰত মোৰ সেৱা আগ বঢ়াইছিলোঁ, সেই সকলো ক্ষেত্ৰৰ কৰ্মচাৰী সকলৰ মই প্ৰিয়ভাজন হ'ব পাৰিছিলোঁ আৰু তেওঁলোকৰ শ্ৰদ্ধা মৰম পাইছিলোঁ। আজিও সকলোৰে পৰা সেই সন্মান, শ্ৰদ্ধা, মৰম মই পাই আছোঁ আৰু তাকে ভাবি মোৰ অন্তৰ আনন্দেৰে ভৰি পৰে। বিগত কালছোৱাৰ কৰ্মজীৱনৰ অভিজ্ঞতাই মোক বৰ্তমানেও বিভিন্ন কৰ্মক্ষেত্ৰত সেৱা আগবঢাই যাবলৈ উদগনি যোগাইছে। আশা কৰোঁ জীৱনৰ বাকী থকা দিন কেইটাত নিস্বাৰ্থভাৱে কাম কৰি, সকলোৰে আনন্দত আনন্দ লাভ কৰিব আৰু দুখত দুখ অনুভৱ কৰিব পাৰিম।

যুৱকৰ প্ৰতি স্বামী বিবেকানন্দৰ বাণী

১৯৮৫ চনটো ৰাষ্ট্ৰসংঘই আন্তৰ্জাতিক যুৱবৰ্ষ হিচাবে ঘোষণা কৰাৰ পৰিপ্ৰেক্ষিতত স্বামীজীৰ জন্মদিন ১২ জানুৱাৰী তাৰিখটো ভাৰতৰ বাবে এটা মহান দিন। এই দিনতে ভাৰতে যুৱবৰ্ষৰ পাতনি মেলিছে আৰু যুৱক সকলৰ বাবে কৰ্ম আচনিৰে যুৱক সকলক উন্নয়ণমূলক কামত প্ৰবৃত্ত কৰিবলৈ সিদ্ধান্ত লৈছে। সেই বাবে ভাৰত স্কাউট গাইডৰ ফালৰ পৰা বিশেষ সহযোগ কৰি যুৱক সকলক উৎসাহিত কৰিবলৈ আচনি প্ৰস্তুত কৰা হৈছে।

স্বামীজীয়ে যুৱক সকলৰ বাবে দিয়া বাণী আজি যুৱকসকলে অনুসৰণ কৰিব লাগিব। সেই বাবে তেখেতৰ কেইটামান বাণীৰ তাৎপৰ্য্য প্ৰকাশ কৰিবলৈ প্ৰয়াস কৰা হৈছে। আশাকৰো এই বাণীবোৰে যুৱক সকলক চিন্তা কৰিবলৈ উৎসাহ যোগাব।

স্বামীজী নিজে এজন যুৱক আছিল, সেই বাবে তেখেতৰ বাণীয়ে যুৱকৰ হৃদয় স্পৰ্শ কৰিব পাৰিব।

স্বামীজী বাল্য অৱস্থাত শাৰীৰিক ভাবে সুস্থ, মানসিক ভাবে সবল আৰু নৈতিক আৰু আধ্যাত্মিক দিশত অভিজ্ঞ আছিল। তেখেতে নিজে অসাধাৰণ কাৰ্য্য কৰিছিল আৰু নিৰ্ভিক ভাবে মত পোষণ কৰিছিল আৰু সমাজত ভাগদৰে প্ৰতিষ্ঠা কৰি জগতক চমকপ্ৰদ কৰিছিল আৰু সত্য উপলব্ধি কৰিবলৈ সমৰ্থ হৈছিল।

তেখেতে যুৱকৰ ওপৰত আস্থা প্ৰকাশ কৰি দেশৰ বাবে কাৰ্য্য কৰিবলৈ যুৱকসকলক আহ্বান কৰিছিল। স্বামীজীৰ মতে পৱিত্ৰতা, সহনশীলতা পুনঃপুন ঃ চেষ্টা আৰু কৃতকাৰ্য্যতাৰ মাপকাঠি, প্ৰবল ইচ্ছা, পুনঃপুনঃ চেষ্টাৰ দ্বাৰা কৰিব নোৱাৰা কাম একো নাই, যদি হৃদয় পবিত্ৰ থাকে।

শিক্ষা সম্বন্ধে স্বামীজীয়ে কৈছে যে, মানুহ তৈয়াৰ কৰা আৰু চৰিত্ৰ গঠন কৰিব পৰা শিক্ষাইহে প্ৰকৃত শিক্ষা। উপনিষদৰ বাণী নিৰ্ভিকতা যেনেকৈ বিশ্বাস কৰিছিল, সেইমতে যুৱক সকলকো জীৱন যুদ্ধত সাহসিকতা আৰু নিৰ্ভিকভাবে সন্মুখীন হবলৈ উপদেশ দিছিল। "বলেই জীৱন দুৰ্বলতাই মৰণ" বুলি তেখেতে যুৱকক উপদেশ দিছিল। "যি উদ্দেশ্য বাচি লোৱা, সেই কাম সফল কৰিবলৈ আপ্ৰাণ চেষ্টা কৰা। জীৱনৰ প্ৰতি মুহূৰ্ত্তত তাৰ প্ৰতি সজাগ থাকা আৰু তোমাৰ শৰীৰৰ সমস্ত শক্তি নিয়োজিত কৰি কৃতকাৰ্য্য লাভ কৰিবলৈ চেষ্টা কৰা, ঈশ্বৰত বিশ্বাস ৰাখা।"

স্বামীজীৰ মতে ত্যাগ আৰু সেৱা জাতীয় জীৱনৰ আদৰ্শ। যুৱক সকলে ত্যাগ আৰু সেৱাৰ মনোভাবেৰে দেশৰ কাম কৰিবলৈ আগবাঢ়িব লাগিব। যুৱশক্তিক বিশ্বাস কৰি স্বামীজীয়ে এইদৰে কৈছেঃ—"India will be raised not with powder of flesh but with power of spirit not with the flag of destruction but with the flag of peace and love".

আন্তৰ্জাতিক যুৱবৰ্ষত যুৱক সকলক, স্বামীজীৰ বাণীয়ে সমাজৰ দুৰ্বল শ্ৰেণীৰ মানুহক সেৱা কৰিবলৈ বল আৰু প্ৰেৰণা দিয়ক।

ভাৰতৰ স্কাউটৰ আদৰ্শ মানৱ সেৱা,- স্কাউটাৰ দলে Prime Minister shield Competition-ত যোগ দি কাৰ্য্যসূচী সফল কৰক। উন্নয়ন কাৰ্য্যত যোগ দি অভিজ্ঞতা অৰ্জন কৰক আৰু মানৱ সেৱাৰ আদৰ্শেৰে অনুপ্ৰাণিত হওক নিৰ্দ্ধাৰিত কাৰ্য্যসূচীত যোগদান কৰি অভিজ্ঞতা অৰ্জন কৰিবলৈ আহ্বান কৰা হ'ল।

শিক্ষা সংস্কাৰ আৰু উত্তৰ পুৰুষৰ ভৱিষ্যত

স্বাধীনোত্তৰ যুগত শিক্ষা সংস্কাৰৰ বাবে কেইবাটাও শিক্ষা আয়োগ গঠন কৰা হৈছিল। সেই বিলাকৰ ভিতৰত কোঠাৰী আয়োগৰ পৰামৰ্শাৱলী যুগোপযোগী। উত্তৰ পুৰুষ সকলক স্বাধীন ভাৰতৰ নাগৰিক গঢ়ি তোলাতই সকলো প্ৰকাৰ সহায় কৰিব। যদি চৰকাৰৰ আগ্ৰহৰ অভাৱ নহয়। শিক্ষাৰ গাঠনি, উদ্দেশ্য আৰু বাস্তৱ ক্ষেত্ৰত প্ৰয়োগৰ বাবে সকলো পৰামৰ্শ তাত আছে। উক্ত পৰামৰ্শৰ ভিত্তিত ১৯৬৮ চনত গ্ৰহণ কৰা ৰাষ্ট্ৰীয় শিক্ষানীতি এটা গুৰুত্বপূৰ্ণ পদক্ষেপ। এই শিক্ষানীতিত দেশৰ শিক্ষা ব্যৱস্থাৰ আমূল পৰিবৰ্তন সাধন কৰিবলৈ বিচৰা হৈছে। সকলো পৰ্য্যায়ৰ শিক্ষাৰ মানদণ্ড উন্নত কৰা, বিজ্ঞান আৰু প্ৰযুক্তিবিদ্যাৰ শিক্ষা আৰু সমাজ জীৱনৰ মাজত এক সম্বন্ধ স্থাপন কৰি-শিক্ষা আৰু সংহতিৰ ভেটি সুদৃঢ় কৰিবলৈ বিচৰা হৈছিল। গণতান্ত্ৰিক ভাবধাৰা ছাত্ৰছাত্ৰীৰ মাজত উপলব্ধি কৰোৱাই ৰাষ্ট্ৰীয় প্ৰগতি আৰু নাগৰিকত্ব বোধ জন্মোৱাৰ ব্যৱস্থা দিছিল।

এই শিক্ষা নীতিৰ আধাৰত যদিও শিক্ষাৰ ক্ষেত্ৰত সকলো পৰ্য্যায়ত প্ৰসাৰ ঘটিছে—আৰু সা-সুবিধা অধিক পৰিমাণে আগবঢ়োৱা হৈছে—তথাপি গুণগত শিক্ষাৰ গুৰুত্ব সময়োচিত হোৱা নাই।

গুণগত শিক্ষাৰ প্ৰধান অন্তৰায় আৰ্থিক অৱস্থা। কোঠাৰী আয়োগৰ পৰামৰ্শমতে প্ৰচলিত কৰিবলৈ বিচৰা উমৈহতীয়া ১০+২+৩ শিক্ষা গাঠনিক উপযুক্ত হিচাবে গঢ় দিব পৰা নাই। পাঠ্যপুথিৰ ক্ষেত্ৰত বিশেষভাবে আঁচনি গ্ৰহণ কৰা নহ'ল—যেনে, বিজ্ঞান আৰু প্ৰযুক্তি বিদ্যা স্কুলীয়া শিক্ষাৰ ক্ষেত্ৰত প্ৰৱৰ্তন কৰা, সকলো ল'ৰাছোৱালীৰ গণিত বিজ্ঞান সমাজবিজ্ঞান আৰু কৰ্ম অভিজ্ঞতা বাধ্যতামূলক শিক্ষণীয় বিষয় হিচাবে অধ্যয়ণ ব্যৱস্থা-কাৰ্য্যকৰী ভাবে প্ৰয়োগ কৰাৰ যথেষ্ট বাধা আহি পৰিছে। এই ক্ষেত্ৰত বিত্তীয় আৰু সাংগঠনিক সমন্বয়ৰ অভাৱ লক্ষ্য কৰা হৈছে।

এই সকলো বিলাক পৰ্য্যালোচনা কৰি ১৯৮৫ চনৰ জানুৱাৰী মাহত ভাৰত চৰকাৰে সমগ্ৰ দেশৰ বাবে এক শিক্ষানীতিৰ ঘোষণা কৰে। এই ঘোষণামতে শিক্ষা দপ্তৰটোক মানৱ সম্পদ দপ্তৰ বুলি ঘোষণা কৰা হৈছে। ভাৰতৰ প্ৰতিজন ল'ৰা ছোৱালীক দেশৰ অমূল্য সম্পদ হিচাবে গণ্য কৰি—তেওঁলোকৰ শাৰীৰিক, মানসিক, নৈতিক উন্নতি সাধন কৰি

সম্ভাৱনা বিলাক বিকাশ কৰিবলৈ সকলো সুবিধা আগবঢ়োৱাত চৰকাৰ প্ৰতিশ্ৰুতিবদ্ধ। এই নতুন শিক্ষানীতি ৰূপায়ণ কৰাত ভাৰতৰ যুৱক প্ৰধানমন্ত্ৰী ৰাজীৱ গান্ধীৰ আগ্ৰহ প্ৰশংসাৰ যোগ্য। সকলো ৰকমৰ অনুপ্ৰেৰণা আৰু সহযোগিতা দিবলৈ চৰকাৰ সদায় আগবাঢ়ি আহিব বুলি আশা কৰিব পাৰি।

এই বিষয়ত ভাৰত চৰকাৰৰ নতুন সিদ্ধান্ত মতে শিক্ষাৰ শিতানত পূৰ্বৰ ৩৫২ কোটিৰ পৰিবৰ্তে ৮০০ কোটি টকা হব। আগৰ অনুপাতে ১২৭ ভাগ বৃদ্ধি। শিক্ষাৰ ক্ষেত্ৰত পৰিবৰ্তন সম্ভব হব যদিহে জনগণৰ দাৰিদ্ৰ্যৰ সমস্যা, নিৰক্ষৰতাৰ সমস্যা আৰু প্ৰযুক্তি বিদ্যাত বৰ্তমান থকা অনগ্ৰসৰতাৰ সমস্যা সমাধান কৰিব পৰা যায়। যদিও প্ৰাথমিক শিক্ষাই সকলো লৰাছোৱালীক সামৰি লবলৈ ১৯৯৫ চনৰ ভিতৰত লক্ষ্য ঠিক কৰা হৈছে। কিন্তু তাৰ বাবে আৱশ্যক হোৱা ১৬,০০০ কোটি টকা যোগাৰ কৰাটো কঠিন হব। বৰ্তমান মাত্ৰ ১৭০০ কোটিহে ধাৰ্য্য কৰিব পৰা হৈছে।

ক্ৰমবৰ্দ্ধমান সুযোগ সুবিধা গ্ৰহণ কৰি উত্তৰ পুৰুষে নিজ প্ৰতিভা বিকাশ কৰিবলৈ হাতত লব লাগিব। নতুন ধাৰণা বিলাক উপলব্ধি কৰি আত্মনিৰ্ভৰশীল হব পাৰিলে উত্তৰ পুৰুষে উল্লেখযোগ্য বৰঙনী দিব পাৰিব। ইয়াৰ বাবে প্ৰয়োজন হব শৈক্ষিক পৰিবেশ আৰু আত্মচিন্তাৰ জৰিয়তে নিজৰ সুপ্ত প্ৰতিভা বিকাশ কৰিবলৈ অহৰহ প্ৰচেষ্টা।

উত্তৰ পুৰুষ সকলে ভৱিষ্যতে ভোগ কৰিব লগা সমস্যা আৰু তাৰ সমাধানৰ বাবে দৰকাৰ হোৱা শিক্ষা ব্যৱস্থা শিক্ষকৰ কৰ্তব্য, চৰকাৰৰ বিশেষ তৎপৰতা—আৰু প্ৰতিভা বিকাশৰ অভিযান আদি কথা বিলাক অতি গুৰুত্বপূৰ্ণ। সংশ্লিষ্ট শিক্ষাবিদ সংস্কাৰক আৰু চৰকাৰৰ দৃষ্টি আকৰ্ষণ কৰা হল।

সকলোৰে সহযোগিতা পালে—এনে এখন আচনিয়ে শিক্ষাৰ ক্ষেত্ৰত বিপ্লৱৰ সৃষ্টি কৰিব, বুলি মই বিশ্বাস কৰো।

বিশ্ব পাৰিপাৰ্শ্বিকতা দিৱসৰ তাৎপৰ্য্য

৫ জুন, ১৯৯১ চন

আজি পৃথিৱীৰ সকলো ঠাইতেই সকলো মানুহেই পৰিবেশ প্ৰদূষণৰ কুপৰিনতিৰ পৰা ৰক্ষা পাবৰ বাবে প্ৰাণপণে চেষ্টা কৰিছে। আমাৰ দেশতো দূৰদৰ্শন, আকাশবানী বাতৰি কাকত, সভা-সমিতি আদিৰ যোগেৰে এই বিষয়ে দকৈ চিন্তা কৰা লোকে আৰু অনুষ্ঠানে, ৰাইজক সচেতন কৰাৰ চেষ্টা কৰিছে। সেয়েহে বৰ্তমানে পৰিবেশ আৰু প্ৰদূষণ কি তাক বহলাই ব্যাখ্যা কৰাৰ প্ৰয়োজন নাই। মাত্ৰ থুলমূলকৈ কব পাৰি যে মানুহে নিৰ্বিঘ্নে জীয়াই থাকিব পৰা যিটো ব্যৱস্থা বিধাতাই বা প্ৰকৃতিয়ে গঢ়ি দিছিল সেই অৱস্থাটো বৰ্তমানে মানুহৰ নিজৰেই কিছুমান কাৰ্য্যৰ ফলত ভাগি পৰাৰ উপক্ৰম হৈছে।

পৰিষ্কাৰ বায়ু-পানী, বেলিৰ নিয়মিয়া তাপ আৰু ৰ'দ, আহাৰ ওপজা বসুমতিৰ ৰূপ আৰু অৱস্থা আদিক মানুহে জীয়াই থকাৰ দানতকৈও বিলাস সম্ভোগৰ বাবে কৰা বহুত কাৰ্য্যই নাশ কৰি আনি এতিয়া একেবাৰে মাৰাত্মক অৱস্থাত পেলাইছেহি। মানুহৰ

এনেবোৰ কাৰ্য্যৰ ভিতৰত বিলাস সম্ভোগৰ সম্বল গোটোৱাৰ বাবে সৃষ্টি কৰা যন্ত্ৰপাতি আৰু প্ৰকৃতিৰ বুকুত যি বিলাক বস্তুক আহৰণীয়া বুলি গণ্য কৰিছে তাক ধ্বংস কৰাৰ বাবে উলিওৱা নানা সামগ্ৰী আদিয়েই প্ৰধান। মাটি-পানী, ৰ'দ-তাপ, বতাহ-বায়ু, গছ-গছনি, জীৱ-জন্তু এই সকলোবোৰ এই জগতখনৰ বিভিন্ন অঙ্গ আৰু ই মানুহৰ দেহৰ দশ ইন্দ্ৰীয়ৰ দৰেই ইটোৰ লগত সিটোৰ গঢ়-গঠন কাম-কাজ মিলাই, আৰু ইটোৰ ওপৰত সিটোৱে সম্মিল মিলেৰে নিৰ্ভৰ কৰি জগতখনিক মানুহৰ জীয়াই থকাৰ এখন সুখৰ ঘৰযেন কৰি ৰখাত সহায় কৰে। কিন্তু বৰ্তমানে মানুহ সুখ-সম্ভোগ আৰু বিলাসিতাৰ প্ৰতি আকৃষ্ট হোৱাৰ পৰিপ্ৰেক্ষিত জগতৰ এই চিৰস্থায়ী সমন্বয় প্ৰায় নাশ হৈ যোৱাৰ অৱস্থা হৈছেহি। ফলত গোটেই জগতত মানুহৰ বিনাশৰ এক ভয়ানক অৱস্থা আহি পৰিছেহি। অচিন বেমাৰ, অকাল ধুমুহা, বান পানী, খৰাং বতৰ আদিয়ে সঘনাই মানুহক আক্ৰমণ কৰিছেহি। আৰু বছৰে বছৰে তাৰ প্ৰকোপ বাঢ়িছে। আহাৰ যোগাৰ কৰাৰ থলিও ঠেক হৈ পৰিছে।

মানুহে উশাহ লওঁতে যি বতাহ শোহে তাত অক্সিজেন নামৰ উপকাৰী গেছ থাকে। ই তেজৰ বাবে বৰ উপকাৰী। উশাহ এৰোতে কাৰ্বন ডাই-অক্সাইড (CO_2) গেছ এৰে। ই আকৌ গছৰ বাবে উপকাৰী। গছে অনাহাতে অক্সিজেন গেছ অধিক কৈ এৰে সি মানুহৰ উপকাৰী। কিন্তু এতিয়া হাবি কাটি উদং কৰি, মানুহে কাঠ আনি আহল বহল ঘৰ সাজি বজাৰ বেশত থকাৰ দিহা কৰি তাত আৰাম কৰি বহাৰ নানা চকী মেজ গোটাই অধিক বিলাস কৰাত ব্লীয়া হৈছে। পৰ্বত খহাই মাটি আনি আহল বহল ঘৰৰ ভেটি, বাট-পথ বহলাই লৈছে। ফলত তেওঁলোকে নিজৰ বিলাসৰ বাবেই নিজৰ বাবেই এৰি থাকিব নোৱাৰা অক্সিজেন গেছৰ থলি গছ-গছনি মষিমূৰ কৰিছে। অনাহাতে নিজৰ কাৰণে অতি অপকাৰী কাৰ্বন ডাই-অক্সাইড গেছ নিজৰ নিশ্বাসতে এৰিছেই নিজেই সৃষ্টিকৰা যন্ত্ৰ পাতিৰ যোগেও আৰু বহুত গুণ বেছিকৈ বতাহত মেলি দিছে। কিন্তু এই বিষাক্ত কাৰ্বন ডাই-অক্সাইডক খাই হজম কৰিব পৰা গছ গছনিয়ো কাটি কুটি থান্থাং কৰি বতাহত এই বিষময় বস্তু দিনে দিনে বঢ়াই লৈছে। ফলত সেই আহল বহল ঘৰত বৰ আৰামত থকাৰ যি ব্যৱস্থা কৰি লৈছে তাতে গৈ নিৰাময় নোহোৱা বা জটিল ব্যাধিয়ে আৱৰি ধৰিছে। বৰ্তমানে ডিজেল আৰু পে'ট্ৰল চালিত মটৰৰে সংখ্যা হৈছে সাত মিলিয়ন। এইবোৰৰ পৰা ওলোৱা বিষময় বস্তু পলে পলে বতাহত কিমান সোমাইছে তাৰ লেখ জোখ কল্পনাৰো বাহিৰত। তাৰ উপৰিয়ো দেশত অন্য কল-কাৰখানা বাঢ়িয়ে আছে। ভাৰত দুখীয়া মাজেৰে এখন দেশ। চহকী দেশবোৰত কি ঘটিছে তাক অলপকৈ ভাবিলেই বুজিব পাৰি। মানুহ স্বভাৱৰ প্ৰকৃত ৰূপ সোঁৱৰাই সেয়েহে কবিয়ে গাইছিল।

"মহা মহত্বৰ অভিলাসী নৰ বিশ্বৰ প্ৰাণৰে খেল।" কিন্তু বৰ্তমান যুগত সেই শিক্ষা সেই চিন্তা তল পৰি আহিছে। নিজৰ নিজালি ৰব এই পৃথিৱীৰ মাজতে কৌৰৱ পাণ্ডৱৰ দৰে নিজৰ আক্ৰোশ পূৰাবলৈ গৈ নিজৰ এনেহেন কৰাই-ভাইক

উৎপীড়ন কৰিয়ে মানুহে কুশাসনহে বহুধাবাণী ড্ৰোপদীৰ বস্ত্ৰ হৰণ কৰি নিজৰ কৰলৰ দিন চলাই আনিছে। এনে কাৰ্য্য বন্ধ হ'বই লাগিব। সেই বাবে আমি নিতৌ নিজৰ ধৰ্ম বিধি পালন কৰাৰ লগতে পালন কৰিব লাগিব :—

(১) বিশ্ব দিবস (Earth Day)

(২) বিশ্ব স্বাস্থ্য দিবস (World Health Day)

(৩) বিশ্ব পাৰিপাৰ্শ্বিকতা দিবস (World Environment Day)

(৪) বন্য প্ৰাণী সংৰক্ষণ সপ্তাহ (World Life Conservative Week)

ধূলি বা ধোঁবাৰে ভৰা বতাহত মানুহে উশাহ লবলৈ টান পাই তাৰ পৰা ল'বালৰিকৈ আঁতৰি যাবলৈ বাধ্য হয়। কাৰণ মানুহে পৰিষ্কাৰ বতাহ সেৱন কৰিব লাগে। সেয়েহে বা-মাৰলী বা ধুমুহাত ধূলিময় বাটেদি গ'লে ঘৰত আহি লৰালৰিকৈ হাত, মুখ, নাক, চকু, কান ধুই পেলায়। এখন্তেক কলা ধূলি বা ধূলিময় এজাক বতাহতে আমাৰ এনে অৱস্থা হয়। এতিয়া কিন্তু মানুহে নিজ সম্ভোগ অৰ্থাৎ বিলাসিতাৰ খাতিৰত যিবোৰ কল-কৰা যান-বাহন সৃষ্টি কৰি লৈছে, দিনে দিনে তাৰ সংখ্যা বঢ়াইছে তাৰ সীমা সংখ্যা নাই। এনেবোৰ অহৰ্নিশে বিষময় বস্তু মিহলি ধোঁৱা ধূলি আদি বতাহলৈ এৰি দিছে তাৰ লেখ কল্পনা কৰাও টান। আকৌ নিজে মলিয়ন কৰা এই বতাহকেই মানুহে উশাহত শৰীৰৰ ভিতৰলৈ সুমুৱাই লৈছে। ফলত এই ধূলি ধোঁৱা গেদবোৰ মানুহৰ তেজেদি বৈ গৈ দেহৰ মাজত বৈ গৈছে আৰু তাৰ জোখো দিনে দিনে বাঢ়িছে। ইয়াৰ ফলত অচিন বেলাৰ বা চিনাকি বেমাৰো জটিল হৈ পৰিছে। সেই দৰেই এনে দূষিত বস্তু দেহত সোমাই থকাত মাদক দ্ৰব্য খোৱা মানুহৰ দৰেই মানুহৰ চিন্তা ভাৱনাবো সলনি হৈছে। আজিৰ দিনত এখন হাস্পতাল আৰু এখন কাছাৰীত নিতৌ মানুহৰ যিমান সমাগম হয় তাৰ তুলনাত এখন সপ্তাহিক বজাৰত তেনে সমাগম বহুত কম।

আজি কুৰি বছৰ আগত আমাৰ অসম দেশত যিমান কল-কাৰখানা আছিল আৰু যান-বাহন চলিছিল আজি তাতোকৈ বহুগুণ বাঢ়িল। হাবিবন ভাঙি নতুন পথ আৰু বাসস্থান সাজিব লগা হ'ল। থকা বাট পথো যান বাহনৰ ঠেলাৰ বাবে বহলাব লগা হ'ল। অসমৰ ভিতৰত গুৱাহাটী নগৰতেই অধিক যান-বাহন চলা বুলিব পাৰি। এই গুৱাহাটীতেই বৰ্ত্তমান গড় হিচাবে তিনিঘণ্টাত পঞ্চাশ হাজাৰ যান-বাহন চলে। এইবোৰ বিষাক্ত বস্তু মিহলি ধোৱা আমাৰ মাজেলৈ নিছিগা ধাৰত এৰি আছে। এই বিষাক্ত বস্তুবোৰৰ ভিতৰত অনেকৰ মাজত সীহৰ গেদ, আৰু হাইড্ৰ'কাৰ্বনও অবিকল আছে। ডিজেল তেল চালিত যন্ত্ৰই পেট্ৰ'ল চালিত যন্ত্ৰতকৈ দুগুণ বেচি হাইড্ৰোকাৰ্বন বতাহত মেলি দিয়ে। আকৌ পেট্ৰ'ৰ চালিত যন্ত্ৰই "কাৰ্বন মনক্সাইড" নামৰ অতি বিষাক্ত সেই ডিজেলৰ যন্ত্ৰতকৈ বহুত গুণ অধিককৈ মেলি দিয়ে। এইদৰে পলে পলে এই গেছবোৰ বায়ুমণ্ডলত মিহলি হৈ গোটেই বায়ু মণ্ডলকে দূষিত আৰু কলুষিত কৰি তুলিছে। এই দূষিত পদাৰ্থবোৰ কেবল কাষৰীয়া ঠাইতেই নহয় দেশৰ অন্য ঠাই

পাইছোঁ। আকৌ দেশৰ অন্য ঠাইতো এনেবোৰ বহু আছে তাৰ পৰাই এনেকৈয়েই এই বিষয় বহু গুলাই উৰি আছে।

কিন্তু এই দিবস কেইটা পালন কৰিলেই কৰ্তব্য শেষ হোৱা বুলি ধৰিলে ইয়াৰ বিপৰীত প্ৰতিক্ৰিয়াহে সৃষ্টি হব। সেয়েহে জনগণে নিজৰ স্বাৰ্থৰহকে নাকাঙ্খি এই ধৰাখনিৰ বক্ষাব হকে নিজে সতেজ লগতে সমাজৰ আন দহজনকো সজাগ কৰাই বৰ্তমান দিনক দিনে বাঢ়ি অহা গছ গছনিৰ বিনাশ, বায়ু পানীৰ প্ৰদূষণ, বন্য প্ৰাণীৰ নৃশংস হত্যা, পৰ্বত পাহাৰ সমতল ভূমিলৈ ৰূপান্তৰ কৰা আদি ধ্বংসমূলক কাৰ্যবোৰ নিৰাময় কৰাটো সকলোৰে বাবে এক গুৰুত্বপূৰ্ণ বিষয় হৈ পৰিছে। সেয়েহে এই বিষয়াবোৰৰ প্ৰতি জনসাধাৰণক সজাগ কৰাব'লৈ ৰাষ্ট্ৰসংঘই নানা উন্নয়নমূলক কাৰ্য্য বিশ্বৰ জনাধাৰণলৈ আগবঢ়াইছে। এনে কাৰ্য্যৰ লগতে সংগতি ৰাখি ভাৰত স্কাউতছ এণ্ড গাইডছ সংগঠনে সদায়েই এনে দিশবোৰৰ প্ৰতি উল্লেখনীয় ভূমিকা গ্ৰহণ কৰি আহিছে। ইয়াৰ উপৰিও সেই দিশবোৰৰ প্ৰতি নিজে সেৱা আগবঢোৱাৰ লগতে জনসাধাৰণকো সজাগ কৰাইছে। সেয়েহে আজিও ৫ জুন তাৰিখে বিশ্ব পাৰিপাৰ্শ্বিকতা দিবস উপলক্ষ্যে পাৰিপাৰ্শ্বিকতা ৰক্ষা কৰিবলৈ নিজে আগবাঢ়ি অহাৰ লগতে জনসাধাৰণকো এই দিশবোৰৰ প্ৰতি সতৰ্ক দৃষ্টি ৰাখি কামত অগ্ৰসৰ হবলৈ অনুৰোধ জনাইছো। এই ক্ষেত্ৰত অসম স্কাউচ গাইড ৰাজ্যিক শাখাই গুৱাহাটী ৰিফাইনেৰীৰ সহযোগত এছ দিবসৰ গুৰুত্ব উপলব্ধি কৰি জনসাধাৰণকো এনে দিশবোৰৰ প্ৰতি সহযোগিতা আগবঢ়াবলৈ আহ্বান জনাইছে।

নতুন শিক্ষানীতি : ইয়াৰ বাস্তৱিক দিশ

আমাৰ শিক্ষানীতিত এটা বৈপ্লৱিক পৰিবৰ্তন সাধন কৰা বুলি কোৱা হৈছে। এই পৰিবৰ্তনৰ প্ৰকাৰ আৰু স্বৰূপ জানি থোৱা নিতান্ত দৰকাৰ—বিশেষকৈ শিক্ষাত জড়িত সকলোৰে বাবে। আমূল পৰিবৰ্তন জাতিৰ পিতা গান্ধীজীয়ে বিচাৰিছিল, বুনিয়াদী শিক্ষাৰ প্ৰবৰ্তনো হৈছিল। সকলোৰে দৃষ্টিভংগীৰ পৰিবৰ্তন তেওঁ আশা কৰিছিল। স্বাধীনোত্তৰ কালত ১৯৪৮ চনৰ ৰাধাকৃষ্ণন আয়োগ, ১৯৫২ চনৰ মুদালিয়াৰ আয়োগ, ১৯৬৪-৬৬-ৰ কোঠাৰী আয়োগ, ১৯৭৮ চনৰ ঈশ্বৰভাই পেটেল কমিটি, আদিশেষায়া কমিটি আদিয়ে গুৰুত্বপূৰ্ণ প্ৰতিবেদন আগবঢাই গ'ল। প্ৰশ্ন হৈছে, এইবোৰ জ্ঞানী ব্যক্তিয়ে এৰিথৈ যোৱা কোনটো বস্তু নতুন ১৯৮৬ চনৰ শিক্ষাৰীতিলৈ আহিল? ১৯৬৮ চনৰ সোতৰদফীয়া শিক্ষানীতিতকৈ ই কি বেলেগ?

এই আটাইবোৰৰ পিছত এতিয়া চলি আছে ১০+২+৩ শিক্ষা ব্যৱস্থা। নতুন শিক্ষানীতিত এই ব্যৱস্থা সলনি কৰা হোৱা নাই।

সমস্যা প্ৰথমতেই আহিছে। ১৪ বছৰ বয়সলৈকে ছাত্ৰ-ছাত্ৰীক বাধ্যতামূলক প্ৰাইমেৰী শিক্ষাদান আজিও সম্পন্ন হোৱা নাই। বাকী থকা সকলক এই পথলৈ আনিব লাগিব। এতিয়া ১৯৯০ চনত এই কাম সম্পন্ন কৰাৰ কথা কোৱা হৈছে।

ইয়াৰ পিছত আগমন পিছপৰা ভাৰতীয়ক শিক্ষাৰ পোহৰ দেখুওৱা দৃষ্টি নতুন নীতিত গভীৰতাৱে দেখুওৱা হৈছে। এই কামো সম্পন্ন কৰিব লাগিব।

ইয়াৰ পিছত আছিছে মাধ্যমিক আৰু বিশ্ববিদ্যালয়ৰ শিক্ষাৰ উন্নয়ন। যাতে ছাত্ৰ-ছাত্ৰীয়ে প্ৰত্যাহবানমুখী পাঠ্যক্ৰম পঢ়াৰ সুবিধা পায় তাৰ বাবে প্ৰস্তুত হোৱা।

এনেবোৰ কাম সুচাৰুৰূপে সম্পন্ন কৰিবলৈ কেন্দ্ৰীয় চৰকাৰৰ শিক্ষা-মন্ত্ৰণালয়ক, মানৱ-সম্পদ মন্ত্ৰনালয়লৈ ৰূপান্তৰিত আৰু বিস্তাৰিত কৰা হৈছে যাতে শিক্ষাই সকলো বিষয়, সকলো ব্যক্তিকে সামৰিব পাৰে। লগে লগে আছিছে অনানুষ্ঠানিক শিক্ষাব্যৱস্থাৰ প্ৰচলন আৰু দৃঢ়ীকৰণ।

নতুন নীতিত কেইটিমান মূল কথা ছাত্ৰক দিব বিচৰা হৈছে, যিকেইটাক Core curricular areas বুলি কৈছে—সেই কেইটা হ'ল--

1. History of India's freedom movement.
2. Constitutional obligations.
3. Content essential to nurture national identity.
4. Indias common cultural heritage.
5. Egalitarianism, democracy and secularism
6. Equality of sexes.
7. Protection of envivonment.
8. Removal of social barriers.
9. Observance of small family norm.
10 Inculcation of scientific temper.

দেখা যাব যে এজন প্ৰকৃত ভাৰতীয় হৈ থিয় দিবলৈ এইখিনিৰ নিতান্ত প্ৰয়োজন। আগৰ আয়োগ কমিটি আদিত ইমান সম্পৰ্কে এইখিনি দেখুওৱা হোৱা নাছিল।

এই ব্যৱস্থাৰে সস্তীয়া পশ্চিমীয়া ভাবধাৰাক আঁতৰাই প্ৰকৃত ভাৰতীয় সৃষ্টি কৰাৰ কথা ভৰা হৈছে। দেশৰ প্ৰতি সবল আনুগত্য জগাব খোজা হৈছে।

কিন্তু নতুন নীতিৰ ঘোষিত উদ্দেশ্যৰ সফল ৰূপায়নৰ বাবে কাৰ্য্যপ্ৰণালীৰ ব্যৱস্থা হোৱা নাই যেন লাগে কাৰণ যুৱক-যুৱতী সকলক কমবয়সৰেপৰা সু-অভ্যাস গঠন, নৈতিক মূল্যবোধ সৃষ্টি প্ৰতিফলিত কৰাকৈ সুস্পষ্ট কাৰ্য্যব্যৱস্থা দিয়া হোৱা নাই। গতানুগতিক-ভাৱে এইবোৰ সম্ভৱ নহব বুলি আমাৰ ধাৰণা হৈছে। গতিকে বিষয় শিক্ষাৰ লগতে সৰুৰেপৰা সুসংগতভাৱে শাৰীৰিক শিক্ষাৰ অনুশীলন, সমাজৰ লগত ঘনিষ্ঠ সম্বন্ধ স্থাপন কৰিবলৈ সমাজ-সেৱা আৰু উন্নয়নমূলক কামত যোগ দিবলৈ সুবিধা দিব লাগিব। চৰকাৰ সকলো সহায়েৰে আগবাঢ়ি আহিব লাগিব। ভাৰত স্কাউটছ এণ্ড গাইডছৰ দৰে অনুষ্ঠানৰ হাতত বহুদিনৰেপৰা এনে ব্যৱস্থাৰ বাস্তৱায়নৰ উপযুক্ত সমল আছে—যাৰ দ্বাৰা সু-অভ্যাস হয়, নেতৃত্ব হয়, চৰিত্ৰ গঠন হয় তেনে সকলোবোৰ কাৰ্যব্যৱস্থাই প্ৰয়োজনমতে পোৱা যাব। সেইবোৰৰ ব্যৱহাৰ হ'ব লাগে। বিশ্বশান্তি, বিশ্বমানৱতা ভাৰত স্কাউটছ এণ্ড গাইডছৰ লক্ষ্য। ছাত্ৰ-ছাত্ৰীক সেইবোৰ বিচাৰ কৰিবলৈ দিব লাগিব। তেতিয়া পৃথিৱীলৈ শান্তি আহিব। অশান্তিৰ বীজ মৰি যাব।

নতুন শিক্ষানীতিৰ বিশেষত্বকৈ স্পষ্টতা আৰু বাস্তৱতাৰ প্ৰতি দৃষ্টি মনকৰিব লগীয়া। এইখিনিতে প্ৰস্তাৱিত নবোদয় বিদ্যালয়সমূহৰ কথাকেই কব পাৰি।

কোনোবা কথাত আমাৰ লৈতে হয়তো বিমত হৈছে যদিও কেইটামান মূল উদ্দেশ্য মন কৰিবলগীয়া।

(১) ইয়াৰ ভৱিষ্যতে গুণগত শিক্ষাৰ বিকাশ হ'ব।

(২) ছাত্ৰৰ সম্পূৰ্ণ ব্যক্তিত্বৰ বিকাশ ঘটিব।

(৩) গাৱৰ ছাত্ৰ-ছাত্ৰীয়ে অগ্ৰাধিকাৰ পাব। গুণী ছাত্ৰ-ছাত্ৰী বাদ পৰি নাযায়।

(৪) সকলো ছাত্ৰ-ছাত্ৰী একেলগে থকা বাবে একতা সহজ হ'ব।

গুণগত শিক্ষাৰ প্ৰসাৰ কমি থকা বাবে দেশৰ বিকাশ ঘটা নাই। বৃত্তিমুখী শিক্ষাৰ মন্থৰ গতি ই দ্ৰুততৰ কৰিব। শিক্ষাৰ পৰিসৰ বহল হৈ ৰাজ্যৰ পৰা সমগ্ৰ দেশলৈ বিয়পিব। গতিকে আমাৰ ধাৰণা যে সময়ত আমাৰ সুবিধামতে আমি নবোদয় বিদ্যালয় আঁচনি গ্ৰহণ কৰাই মঙ্গল হ'ব।

নতুন শিক্ষানীতিৰ নতুনত্বকৈ স্পষ্টতা অধিক। য'ত অস্পষ্ট হৈ আছে আমি আটায়ে পুনৰ চিন্তা কৰি দোষমুক্ত আৰু কাৰ্য্যকৰী কৰিব লাগিব। তেতিয়াহে আমি আৰু দৃঢ় খোজেৰে একৈশ শতিকাৰ দুৱাৰদলি পামগৈ।

চিঠিপত্ৰ আৰু প্ৰস্তাৱৰ প্ৰতিলিপি :

উজান বজাৰ, হেমচন্দ্ৰ পথ,
১৩।৩।৭৮

পৰম পূজনীয় শ্ৰীযুত গগৈ দা,

প্ৰথমে মোৰ প্ৰণাম আৰু মৰম লব। আপোনাৰ আশীৰ্বাদত মই হাইস্কুল শিক্ষান্ত পৰীক্ষাত উত্তীৰ্ণ হৈছোঁ। মোৰ কলেজত পঢ়াৰ ইচ্ছা আছিল। কিন্তু বিশেষ অসুবিধাৰ কাৰণে মই কলেজত ভৰ্তি হব নোৱাৰিলো। পৰীক্ষাত উত্তীৰ্ণ হোৱা খবৰ জনোৱাত পলম হোৱা কাৰণে মই বৰ দুঃখিত। তাৰ কাৰণে আপুনি মোক ক্ষমা কৰিব। আপোনাৰ আশীৰ্বাদে মোক যি বিপদৰ পৰা ৰক্ষা কৰিলে আৰু মোৰ মনৰ প্ৰতিজ্ঞা পূৰা কৰিলে তাৰ কাৰণে আপোনালৈ মই অশেষ ধন্যবাদ জ্ঞাপন কৰিছোঁ। বিজয়া, দেৱালী আৰু ইংৰাজী নতুন বছৰৰ আন্তৰিক শুভেচ্ছা জনাই আপোনালৈ মই শুভেচ্ছা-পত্ৰ পঠিয়াই-ছিলোঁ। আশাকৰোঁ আপুনি সেই শুভেচ্ছা-পত্ৰ বিলাক পাইছে। ভৱিষ্যতেও এইদৰে মই আপোনালৈ শুভেচ্ছা-পত্ৰ পঠিয়াম। বৰ্ত্তমান মই চাকৰিৰ কাৰণে চেষ্টা কৰি আছোঁ। সম্ভৱ ২।৩ মাহৰ ভিতৰতে মই এটা কেৰাণীৰ চাকৰি পাম। আপুনি মোৰ দেউতাৰ নিচিনা আৰু আপোনাক মই নিজৰ দেউতাৰ নিচিনা শ্ৰদ্ধা আৰু ভক্তি কৰোঁ। মোৰ এই শ্ৰদ্ধা আৰু ভক্তি আপোনাৰ প্ৰতি চিৰদিনলৈ থাকিব। আপোনাৰ মই দীৰ্ঘজীৱন কামনা কৰিছো আৰু আপোনাৰ পৰা পুনৰ আশীৰ্বাদ বিচাৰিছো যাতে আপোনাৰ আশীৰ্বাদ মোৰ ভৱিষ্যত জীৱন গঢ়ি তোলাত সহায় কৰে। আপোনাৰ নিচিনা এজন

উচ্চপদস্থ বিষয়াৰ লগত চিনাকি হোৱা মোৰ কাৰণে ভাগ্যৰ কথা। যাৰ আশীৰ্বাদৰ কাৰণে মই আজি পৰীক্ষাত উত্তীৰ্ণ হৈছোঁ। আপোনাৰ নিচিনা এজন মৰমিয়াল লোক মই কেতিয়াও নাপাওঁ। আপুনি মোক পাহৰি নাযাব আৰু মোৰ প্ৰতি কোনো বেয়া ভাব নাৰাখিব। আপুনি মোক নিজৰ লৰাৰ নিচিনা ভাবিব আৰু মৰম কৰিব। আপুনি মোক চিঠিৰ উত্তৰ দিব আৰু আপোনাৰ খবৰ বাতৰি জনাব।

ইতি—

আপোনাৰ বিশ্বাসী

"অচ্যুত"

মাধৱৰাম গগৈ প্ৰাথমিক বিদ্যালয়ৰ ১৯৮৪-৮৫ চনৰ বাৰ্ষিক বঁটা বিতৰণি ও সাধাৰণ সভা।

সময়: বিয়লি ১ (এক) বজা। তাং ১৯।১০।৮৫

প্ৰস্তাৱ: (খ)

মাধৱৰাম গগৈ প্ৰাথমিক বিদ্যালয়ত অনুষ্ঠিত হোৱা বঁটা বিতৰণ ও সাধাৰণ সভাই ২ বছৰৰ বাবে মাহে ২০০্ (দুশ) টকাকৈ এটা অনুদান গুৱাহাটী অসম কাৰ্বণ উদ্যোগৰ মেনেজিং ডাইৰেক্টৰ দাতা শ্ৰীযুত পি. চি. গোৱেংকা মহোদয়ে দিবলৈ ইচ্ছা প্ৰকাশ কৰাত সভাই তেখেতক এই অঞ্চলৰ বাইজৰ প্ৰতি সহায় আগবঢ়োৱাত কৃতজ্ঞতা প্ৰকাশ কৰে।

তেখেতে লগতে Hobbycenter এটি দিয়াৰ প্ৰতিশ্ৰুতি দিছে। তাৰ বাবে ও তেখেতৰ প্ৰতি কৃতজ্ঞতা প্ৰকাশ কৰে। চালুকীয়া অৱস্থাত এই দানে গুণগত শিক্ষাৰ প্ৰচাৰ কৰাত যথেষ্ট সহায় কৰিব।

শ্ৰীমোহনচন্দ্ৰ বৰা

সভাপতি

অধ্যক্ষ উঃ লক্ষীমপুৰ বালিকা মহাবিদ্যালয়

মাধৱৰামগগৈ প্ৰাথমিক বিদ্যালয়ৰ ১৯৮৪-৮৫ চনৰ বাৰ্ষিক বঁটা বিতৰণি ও সাধাৰণ সভা।

সময়: বিয়লি ১ (এক) বজা তাং ১৯।১০।৮৫

প্ৰস্তাৱ: (গ)

এই অনুষ্ঠানটিৰ গুৰিবে পৰা স্বাৰ্থ ত্যাগ কৰি শিক্ষকতা কৰি থকা শিক্ষক তিনিজনক কিছু সাঁহায্য দিবৰ বাবে এককালিন ১৬০০্ (এক হাজাৰ ছয়শ) টকা শ্ৰীযুত দণ্ডেশ্বৰ গগৈ দেৱে আগবঢ়োৱাত তেখেতক ধন্যবাদ জনায়। ইয়াৰ উপৰিও বিদ্যালয়ৰ ঘৰৰ বাবে ১০০০্ (এক হাজাৰ) টকাৰ অনুদান আগবঢ়াইছে। লগতে স্কুলৰ বঁটা বিতৰণী ক্ৰমান্বয়ে যোৱা বছৰৰ পৰা আয়োজন কৰি যাবতীয় খৰচ বহন কৰি স্কুলৰ উন্নতিত সহায় কৰা বাবে তেখেতক কৃতজ্ঞতা প্ৰকাশ কৰে।

শ্ৰীমোহনচন্দ্ৰ বৰা

সভাপতি

অধ্যক্ষ উঃ লক্ষীমপুৰ বালিকা মহাবিদ্যালয়

স্বৰ্গীয় মাধৱৰাম গগৈৰ সোঁৱৰণত এটি চমু আভাস

মোৰ পৰম আৰাধ্য পিতৃদেৱতা স্বৰ্গীয় মাধৱৰাম গগৈ উত্তৰ লক্ষীমপুৰ চৰকাৰী মজলীয়া স্কুলৰ প্ৰধান শিক্ষক, উত্তৰ লক্ষীমপুৰৰ বাইজে নজনা নহয়। ১৯০০ শতিকাৰ মাজভাগৰ পৰা ২০শ শতিকাৰ প্ৰথমভাগৰ ১৯২০ চন পৰ্যন্ত তেখেতৰ কৰ্ম-জীৱনৰ সময়তেই ১৯২৪ চনত তেখেতৰ জীৱনৰ অৱসান ঘটে। মই তেতিয়া প্ৰাথমিক শিক্ষা সাং কৰি উত্তৰ লক্ষীমপুৰৰ চৰকাৰী হাইস্কুলত ৪ৰ্থ শ্ৰেণীত ভৰ্তি হওঁ।

তেখেতৰ জীৱনী সম্বন্ধে আমাৰ হাতত একো সমল নাই। তেখেতৰ কতো জীৱন চৰিত নাই। গতিকে তেখেতৰ সম্বন্ধে যি সামান্য জানিছিলো আৰু মাতৃ স্বৰ্গীয়া বৃন্দাদেৱী আইতাৰ পৰা শুনিছিলো তাৰ আধাৰত কেইটামান কথা লিখিলো। ভুল-ভ্ৰান্তি হলে ক্ষমা কৰিব বুলি আশা কৰিলো।

তেখেতে আনুমানিক ১৮৫০ চনৰ আগে পাচে জন্ম গ্ৰহণ কৰে ঢকুৱাখানাৰ হিলৈদাৰি গাঁওত। তেখেত কোঁৱৰ বংশৰ বুলি জনাজাত কিন্তু আহোম ৰজাৰ দিনত হিলৈদাৰি হিচাবে কাম কৰিছিল বুলি জনা যায়। তেখেত ঢকুৱাখানা মজলীয়া স্কুলত শিক্ষা সাং কৰি পণ্ডিত হয় আৰু সেই ক্ষেত্ৰতে উত্তৰ লক্ষীমপুৰতে ১৮৮০ চনৰ আগতে আহে আৰু আহু চাউল গাঁওত মাটিবাৰি যোগাৰ কৰি খেতি কৰে। উত্তৰ লক্ষীমপুৰৰ চৰকাৰী মজলীয়া স্কুলত পণ্ডিত হিচাবে কাম কৰে। ১৮৮২ চন মানত স্বৰ্গীয় পদ্মনাথ গোহাই বৰুৱা আৰু স্বৰ্গীয় পাণীন্দ্ৰনাথ গগৈ তেখেতৰ ছাত্ৰ হিচাবে মজলীয়া স্কুলৰ পৰা সুখ্যাতিৰে পাচ কৰে। উত্তৰ লক্ষীমপুৰৰ সেই সময়ৰ শিক্ষা পোৱা সকলোৱেই তেখেতৰ ছাত্ৰ আছিল। স্বৰ্গীয় সৰ্বেশ্বৰ বৰুৱা তেখেতৰ প্ৰিয় ছাত্ৰ আছিল আৰু সেইবাবেই বৰুৱা দেৱ অকৃত্ৰিম মৰম আৰু আশীৰ্বাদ লাভ কৰিবলৈ সক্ষম হৈছিল। পাচৰ ভাগত আৰু এজন উদ্যোগী আৰু প্ৰবীন ছাত্ৰ স্বৰ্গীয় লক্ষেশ্বৰ গগৈ দেও আছিল। তেখেত এদিন মোক লগ পাই দেউতাৰ সম্বন্ধে বহুত কথা কলে। তেখেতে ছাত্ৰ হিচাবে দেউতাৰ লগত ঘনিষ্ঠ সম্বন্ধ আছিল। মোক কোৱা মতে দেউতাই তেখেতক সপ্তাহত এদিন আমাৰ ঘৰতে থকাটো কৈছিল আৰু সেই দিনা তাত ভাত পানী খুৱাই-পঢ়াৰ সম্বন্ধে খা-খবৰ লৈ পঠাইছিল। ছাত্ৰ আৰু শিক্ষকৰ সম্পৰ্কৰ সম্বন্ধে এইখিনি কথা জানিবলৈ পাই মই সুখী হৈছিলো।

দেউতাক সকলোৱে মাষ্টৰ পণ্ডিত বুলিহে মাতিছিল। তেখেত এজন বৈষ্ণৱ আছিল আৰু নাম প্ৰসঙ্গ কৰিছিল আৰু শালগ্ৰাম পূজাও কৰিছিল। তেখেতে নিজে হাল নাবাইছিল। কিন্তু পথাৰত সদায় কোৰৰ কাম কৰিছিল। মই সৰু হলেও তেখেতৰ লগত পথাৰত বোকা খচকি ভাল পাইছিলো। আমাৰ ঘৰৰ বাৰীখন বৰ ডাঙৰ আছিল। প্ৰায় ১০/১২ বিঘা হব পাৰে। তাত বিশেষকৈ পাণ, তামোল, আনাৰস আৰু কঠালৰ গছ আছিল। প্ৰায় ৪/৫ বিঘা মান বাঁহনি আছিল আৰু ৪/৫ বিঘা মান চোমনি আছিল। খেতিৰ মাটি প্ৰায় ৪০ পুৰা মান আছিল। খেতিয়েই প্ৰধান সম্বল আছিল। ৩/৪ টা ভৰালত ধান থাকে আৰু ওচৰৰ বাগিছা বোৰৰ পৰা কাম কৰা মানুহ আহি ধান নিজে মাৰি লয় আৰু পাচত দোনেৰে জুখি দিয়ে। মাছ ঘৰতে দিয়ে আৰু ধান নিয়ে।

মাহৰ পৰিবৰ্তে। ২০/২৫ টা মহ আছিল আৰু খৰালি সেই মহ আৰু বাহিৰত পানীৰ মুকলিত থাকে। মাত্র বাৰিষাত ঘৰত ৰাখে। তেতিয়া প্ৰায় আধামোন গাখীৰ পোৱা গৈছিল। গতিকে খোৱাবোৱাত একো অসুবিধা নাছিল। তেখেতৰ মৃত্যুৰ পাচত সেইবোৰ লাহে লাহে নাইকিয়া হ'ল আৰু মোৰ পঢ়াৰ বাবে মাটি বিক্ৰী কৰিব লগা হ'ল। গাওঁত তেখেতক সন্মান কৰিছিল আৰু হুচৰি গাঁওতে সদায় প্ৰথমে তেখেতৰ ঘৰত আৰম্ভ কৰে।

সেই সময়ত তেখেতৰ সমানে সন্মানিত ব্যক্তি লক্ষীমপুৰত আছে বুলি আমি কব নোৱাৰো। ১৮৮৫-৯০ চনত হোৱা ব্যাপক ইনফ্লুৱেঞ্জাত তেখেতৰ প্ৰথম সহধৰ্মিণীৰ মৃত্যু হয় আৰু তেখেতে ধৈৰ্য্য ধৰি জীৱন পুনৰ আৰম্ভ কৰে। মোৰ আইক ওচৰৰ সম্ভ্ৰান্ত পৰিয়ালৰ পৰা বিয়া কৰায়। মোৰ বাইদেউ স্বৰ্গীয় জয়ন্তী মোতকৈ বহুত ডাঙৰ আৰু মোক কোলাত লৈ ডাঙৰ কৰে। বহুত দিনৰ মূৰত মোৰ জন্ম হোৱাত দেউতাৰ আনন্দৰ সীমা নোহোৱা হয় আৰু জনামতে মোৰ বাবে বহুতো পৰোপকাৰ কাম কৰে।

ময়ো মোৰ জীৱনত পাইছো বুলি ভাবিবৰ থ'ল আছে। মোৰ আইৰ বয়স বেচি নহলেও দেউতাৰ মৃত্যুৰ পাচত ঘৰখন চলোৱাত তেখেত কৃতকাৰ্য্য হৈছিল। মাটি-বাৰি আদি চলোৱাত যথেষ্ট কষ্ট কৰিব লগা হৈছিল। কাৰণ দেউতাই সম্পত্তিৰ বাহিৰে অন্য উপাৰ্জনৰ টকা থোৱা নাছিল। গতিকে মোৰ শিক্ষা লাভত সকলো কষ্ট আইয়েই কৰিছিল আৰু মোৰ ইমানখিনি উন্নতি কৰাত সহায় কৰিছিল। মই কৰ্মজীৱন মুৰাৰিচান্দ কলেজত আৰম্ভ কৰাৰ পাচত গৰম বন্ধত ঘৰত থাকোতে ১৯৩৯ চনত তেখেতৰ মৃত্যু হয়। তেখেতক মই মোৰ উপাৰ্জিত ধনেৰে এদিনো ভৰণ পোষণ দিব নোৱাৰাত মোৰ দুখ থাকিল।

দেউতাই নিজ হাতে লিখা কাগজপত্ৰ আছে। তাৰে অলপমান উদ্ধৃতি দি সামৰিছো। ১৯২২ চনৰ জুলাই মাহৰ শিক্ষণীয় বিষয়ৰ তালিকাত এইদৰে পোৱা যায়।

৫ম শ্ৰেণীৰ বাবে—সাহিত্য
৪ৰ্থ শ্ৰেণীৰ বাবে—সাহিত্য
৩য় শ্ৰেণীৰ বাবে—সাহিত্য আৰু পাটিগণিত
৬ষ্ঠ শ্ৰেণীৰ বাবে—হিচাব দাগ বিঘা
৫ম শ্ৰেণীৰ বাবে—হিচাব মহাজনী হিচাব
৩য় শ্ৰেণীৰ বাবে—পট্টাদাৰৰ হিচাব
৫ম শ্ৰেণীৰ বাবে—খতিয়ান
৪ৰ্থ শ্ৰেণীৰ বাবে—মহাসমৰ
৫ম শ্ৰেণীৰ বাবে—হাতৰ কাম প্ৰদেশৰ ৰিলিফ
৪ৰ্থ শ্ৰেণীৰ বাবে—খেতি
৭ম শ্ৰেণীৰ বাবে—অসম বুৰঞ্জী ইত্যাদি।

এইদৰে ২৪/১০/২২ তাং পৰ্যন্ত স্কুলত পঢ়োৱাৰ বিবৰণ পোৱা যায়। ইয়াৰ পৰা অনুমান কৰিব পাৰি যে মৃত্যুৰ আগলৈকে তেখেতে কাম কৰি আছিল।

নতুন শিক্ষানীতিৰ আধাৰত, শিক্ষাৰ প্ৰকাৰ আৰু স্বৰূপ

ড° ৰত্নেশ্বৰ গগৈ

নতুন শিক্ষানীতিৰ যোগেদি, আমাৰ দেশৰ শিক্ষাক্ষেত্ৰত এটা বৈপ্লৱিক পৰিবৰ্তন সাধন কৰা হৈছে বুলি ঘোষণা কৰা হৈছে। এই পৰিবৰ্তনৰ প্ৰকাৰ আৰু স্বৰূপ কেনে হ'ব সকলোৱে জনা উচিত। শিক্ষাৰ লগত জড়িত থকা সকলে ভালদৰে জনা উচিত, কাৰণ তেওঁলোকে এই শিক্ষানীতিক কাৰ্য্যত পৰিণত কৰিব লাগিব।

এই বৈপ্লৱিক পৰিবৰ্তনৰ কথা, ভাৰত বৰ্ষ স্বাধীন হোৱাৰ আগতে মহাত্মাগান্ধীয়ে পৰিকল্পনা কৰা বুনিয়াদী শিক্ষা, ভাৰতত কংগ্ৰেছে প্ৰাদেশিক শাসন ভাৰ লোৱাৰ পিচত প্ৰবৰ্তন কৰিবলৈ চেষ্টা কৰা হয়। ইয়াৰ ফল স্বৰূপে প্ৰাথমিক পৰ্য্যায়ৰ শিক্ষাত নতুন দৃষ্টিভঙ্গী আৰু ভাৰতীয় পৰাম্পৰাৰ কিছুমান নতুন কথা আৰু দৃষ্টিভঙ্গী শিক্ষা ব্যৱস্থাৰ অপৰিহাৰ্য্য অঙ্গ কৰা হয়। ইয়াৰ ভিতৰত প্ৰাৰ্থনা আৰু পৰিশ্ৰমৰ প্ৰতি মৰ্য্যদা সৰু অৱস্থাৰ পৰা ছাত্ৰ-ছাত্ৰীক শিকোৱাৰ ব্যৱস্থা কৰা হয়। শিক্ষক সকলৰ দৃষ্টিভঙ্গী পৰিবৰ্তন কৰি, নতুন ধৰণে শিক্ষা প্ৰদান কৰিবলৈ শিক্ষকৰ অনুষ্ঠান গঢ়ি উঠে।

দেশ স্বাধীন হোৱাৰ পিচত শিক্ষাক অগ্ৰাধিকাৰ দিয়া হয় আৰু এই বিষয়ে পৰামৰ্শ দিবলৈ বিশ্ববিদ্যালয় অনুদান আয়োগে (১৯৪৮) মুদালিয়াৰ আয়োগ, মাধ্যমিক শিক্ষাৰ বাবে ১৯৫২ চনত গঠন কৰা হয়। তেওঁলোকৰ পৰামৰ্শৰ ভিত্তিত মাধ্যমিক শিক্ষা উন্নীত কৰি ১১ বছৰীয়া শিক্ষা কৰা হয় আৰু কৰ্ম ভিত্তিক শিক্ষা দিবৰ বাবে বিভিন্ন ধৰণৰ অনুষ্ঠান পতাৰ দিহা কৰা হয়। বৰ দুঃখৰ কথা যে এই নতুন ব্যৱস্থা কিছু দিন চলাৰ পিচত বিশ্ববিদ্যালয় সংস্থাৰ পৰা আপত্তি উঠে আৰু ১১ জন বছৰীয়া শিক্ষা আকৌ ১২ বছৰীয়া শিক্ষালৈ নিয়া হয়। ১৯৬৪ চনত কোঠাৰী আয়োগৰ পৰামৰ্শ মতে শিক্ষা ব্যৱস্থাক এটা স্থায়ী ৰূপ দিয়াৰ ব্যৱস্থা কৰা হয় আৰু প্ৰাইমাৰী অৱস্থাৰ পৰা বিশ্ববিদ্যালয় পৰ্য্যায়লৈ নতুন ৰূপত গঢ় দিবলৈ কোঠাৰী আয়োগে দিয়া পৰামৰ্শ কাৰ্য্য ক্ষেত্ৰত প্ৰয়োগ কৰা হয়। সেই মৰ্মে ১৯৬৮ চনত শিক্ষা সম্বন্ধীয় নীতি ঘোষণা কৰি পাৰ্লিয়ামেণ্টৰ অনুমোদন লোৱা হয়। এই শিক্ষানীতি মতে স্কুলৰ শিক্ষা ১২ বছৰীয়া হ'ব আৰু প্ৰথম মানৰ পৰা পঞ্চম মানলৈ প্ৰাথমিক ষষ্ঠৰ পৰা অষ্টম মানলৈ উচ্চ প্ৰাথমিক আৰু নৱম দশম মান মাধ্যমিক শিক্ষা হ'ব। একাদশ আৰু দ্বাদশ শ্ৰেণী উচ্চ মাধ্যমিক হ'ব আৰু তাত ঐচ্ছিক বিষয় থাকিব। দশম মান পৰ্য্যন্ত দিয়া শিক্ষা সাধাৰণ সকলোৰে বাবে একে শিক্ষা হ'ব (ল'ৰা আৰু ছোৱালীৰ বাবে)। ইয়াৰ বাবে প্ৰস্তুত কৰা পাঠ্যপুথিত ৩টা ভাষা, বিজ্ঞান, সমাজ বিজ্ঞান শাৰিৰীক শিক্ষা আৰু কৰ্ম অভিজ্ঞতা বাধ্যতামূলক হিচাবে পৰিগণিত হ'ব আৰু ইয়াৰ অন্তত দিব লগা পৰীক্ষা, স্কুলৰ শেষ পৰীক্ষা, সকলোৰে বাবে হ'ব। ১০ আৰু ১২ বছৰৰ শিক্ষা, arts, science আৰু commerce আৰু vocational শিক্ষাৰ পঠনীয় বিষয়ৰ ভিতৰত সেই বিভাগৰ এটা বাধ্যতামূলক বিষয় আৰু ভাষা শিকাৰ ব্যৱস্থা থাকিব। এই শিক্ষা উচ্চ মানদণ্ডৰ হ'ব যাতে ছাত্ৰ-ছাত্ৰী সকলে উচ্চ শিক্ষালৈ যাব পাৰে, আৰু যি

সকলে নোৱাৰে তেওঁলোকে বৃত্তিমূলক কাম কৰি নিজৰ জীৱিকা অৰ্জন কৰিবলৈ সমৰ্থ হয়। এই শিক্ষা নীতিৰ সকলো শিক্ষা ব্যৱস্থাক ১০+২+৩ শিক্ষা পদ্ধতি বুলি কোৱা হয় কাৰণ স্কুলৰ সাধাৰণ শিক্ষাৰ পিচত ২ বছৰ শিক্ষা নিজৰ শিক্ষাগত অৰ্হতা হিচাবে যি কোনো শাখাতে ল'ব পাৰিব। যি সকলে বিশ্ব বিদ্যালয়ৰ উচ্চ শিক্ষা ল'ব খোজে তেওঁলোকে ৩ বছৰীয়া ডিগ্ৰী লাভ কৰা শিক্ষা ল'ব পাৰিব।

এই শিক্ষা ব্যৱস্থা পৰিবৰ্তন কৰাৰ পিচত বহুত সমস্যা আহি পৰিল। সংবিধানত নিৰ্দেশ দিয়া মতে ১৪ বছৰ পৰ্য্যন্ত শিক্ষা বাধ্যতামূলক শিক্ষা নহ'ল। ৬-১১ বছৰ পৰ্য্যন্ত দিয়া শিক্ষাও সকলোকে সামৰি ল'ব পৰা নাই। দেশত নিৰক্ষৰতাৰ সংখ্যা কমাৰ পৰিবৰ্তে বাঢ়িল যাৰ ফলত আৰ্থিক উন্নতিত বাধা পৰিল আৰু দুখীয়া লোকৰ সংখ্যা ক্ৰমান্বয়ে বাঢ়িবলৈ ধৰিলে। অথচ স্বাধীনতাৰ পিচতো বহু সংখ্যক মানুহে অতি নিম্নতম জীৱন ধাৰণৰ মানৰ পৰাও বঞ্চিত হৈছে। গতিকে দেশত উদ্ভৱ হোৱা এই পৰিস্থিতিৰ সন্মুখিন হবলৈ নতুন চিন্তা চৰ্চাৰ আৱশ্যক হ'ল।

আমাৰ ডেকা প্ৰধান মন্ত্ৰীৰ নতুন ভাবধাৰা আৰু চিন্তাপ্ৰসূত পৰিকল্পনাৰ পৰা নতুন শিক্ষা নীতিৰ উদ্ভৱ হৈছে। প্ৰথমতে স্বাধীন দেশৰ লক্ষ্য হিচাবে আৰু সংবিধানৰ নিৰ্দেশ ক্ৰমে প্ৰাথমিক শিক্ষাক বাধ্যতামূলক ভাবে সকলো ল'ৰা ছোৱালীক দিয়াৰ সংকল্প নতুন শিক্ষানীতিত আছে। অগনন পিচপৰা প্ৰজাক উপযুক্ত শিক্ষা দি দেশৰ আৰ্থিক উন্নতি সাধন কৰি দেশ গঠনৰ পথত আগবাঢ়িবলৈ সুবিধা দিয়া। ইয়াৰ কাৰণে দৰ্কাৰ হোৱা অৰ্থৰ যাতে অভাৱ নহয় তাৰ প্ৰতিশ্ৰুতি শিক্ষা নীতিত সন্বলিত কৰা হৈছে। ইয়াৰ লগে লগে মাধ্যমিক উচ্চমাধ্যমিক আৰু বিশ্ববিদ্যালয় শিক্ষাক উচ্চমান বিশিষ্ট কৰি ছাত্ৰ-ছাত্ৰী সকলক অনুপ্ৰেৰনা যুগুৱা একান্ত আৱশ্যক বুলি ধৰা হৈছে। ন-ন গবেষণা বিশ্ব বিদ্যালয়ৰ শিক্ষাত যাতে থাকি তাৰ বাবেও ব্যৱস্থা কৰাৰ উল্লেখ আছে।

এই কাম নিয়াৰীভাবে সম্পন্ন কৰিবলৈ শিক্ষা দপ্তৰটো মানব সম্পদ কল্যান দপ্তৰ হিচাবে পৰিবৰ্তন কৰা হৈছে। ইয়াৰ দ্বাৰা ইমান দিনে থকা ভাবধাৰা, যে মানুহ সম্পদ নহয় বাধাহে, এই ভাবটো সলনি কৰি মানুহক সম্পদ বুলি স্বীকৃতি দিয়া হৈছে। এই মানব সম্পদ ভালদৰে কামত লগাব পাৰিলে আৰু দেশৰ পৰাম্পৰা আৰু ইতিহাসৰ মাধ্যমেৰে জাতীয় বৈশিষ্টক শিক্ষাত স্থান দিলে আমাৰ শিক্ষা ব্যৱস্থা সফল হ'ব।

বৰ্তমানলৈ সকলো স্তৰতে আমাৰ শিক্ষা ব্যৱস্থা তথাকথিত শিক্ষা নীতিৰ ওপৰতে প্ৰতিষ্ঠিত হৈ আছে। জাতীয় সংস্কৃতি পৰাম্পৰা আৰু জাতীয় চৈতন্য ইয়াত বিশেষ স্থান পোৱা নাই। ইয়াৰ লগত পশ্চিমীয়া ভাবধাৰাৰে পৰিপুষ্ট আমাৰ শিক্ষা অসম্পূৰ্ণ আৰু আধৰুৱা। এই শিক্ষাৰে শিক্ষিত সকলে ৰাষ্ট্ৰৰ হকে স্বাৰ্থ ত্যাগ কৰিবলৈ নিশিকিলে আৰু নিজৰ মেধা বৃত্তিও দেশৰ কামত নলগালে। নিজে গাৱলীয়া অঞ্চলৰ পৰা আহিলেও গাৱৰ বাইজৰ শোক লগা অৱস্থাৰ কথা নাভাবে। মই ভাবো নতুন শিক্ষানীতিত জাতীয় সংহতি, সভ্যতা আৰু পৰাম্পৰা আৰু দেশক অকৃত্ৰিমভাবে ভালপোৱা আৰু তাৰ বাবে

কাম কৰি দেশৰ স্বাধীনতাৰ কাৰণে স্বাৰ্থত্যাগ কৰি শ্বহীদ সকলৰ বিষয়ে জানিবৰ ব্যৱস্থা কৰা হৈছে। ভাৰতীয় সভ্যতাৰ মূল নীতি হৈছে ঐক্য আৰু সহনশীলতা শিক্ষাৰ এটা অপৰিহাৰ্য্য অঙ্গ হোৱা উচিত। এই ভাব বিলাক সৃষ্টি কৰিবৰ কাৰণে ছাত্ৰ-ছাত্ৰী সকলক অনুপ্ৰেৰনা যোগাই, আত্মবিশ্বাষী, সাহসী আৰু পৰিশ্ৰমী যুৱক যুৱতী কৰিগঢ়ি তোলাত এই শিক্ষা নীতিত ব্যৱস্থা গ্ৰহণ কৰা হৈছে।

নৱোদয় বিদ্যালয়ঃ

নৱোদয় বিদ্যালয় নতুন শিক্ষানীতিৰ এটা বিশেষ ব্যৱস্থা যাৰ দ্বাৰা দেশৰ সংহত আৰু জাতীয় ভাবধাৰা সৃষ্টি কৰিবলৈ চেষ্টা কৰা হৈছে। এই আঁচনি মতে প্ৰত্যেক জিলাতে একোখন কৈ নৱোদয় বিদ্যালয় স্থাপন কৰি গাৱলীয়া অঞ্চলৰ মেধাবী ছাত্ৰ-ছাত্ৰী সকলক গুনগত শিক্ষা দিবলৈ ব্যৱস্থা কৰা হৈছে।

কেন্দ্ৰীয় চৰকাৰে ঘোষণা কৰা নীতি অনুসৰি ইয়াৰ সালসলনি কৰিবলৈ মতামত দিয়া হৈছিল, তাত আঞ্চলিক ভাষাক যথেষ্ট গুৰুত্ব নিদিয়াৰ—কথা উল্লেখ কৰা হৈছিল। কিন্তু বৰ্ত্তমান চৰকাৰে আঞ্চলিক ভাষাক মাধ্যম হিচাবে অষ্টমমান লৈকে দিয়াৰ সিদ্ধান্ত লৈছে। নবমমান শ্ৰেণীৰ পৰা ইংৰাজী বা হিন্দী হ'ব কাৰণ—এই মাধ্যমৰ জৰীয়তে কিছু সংখ্যক ছাত্ৰ-ছাত্ৰী এখন ৰাজ্যৰ পৰা আন এখন ৰাজ্যলৈ নিব পাৰি যাতে ল'ৰাছোৱালী বিলাকে আন ৰাজ্যৰ লৰা ছোৱালীৰ লগত মিলিজুলি অধ্যয়ন কৰি নিজকে ভাৰতীয় বুলি চিনাকী দিব পাৰে। এই স্কুল বিলাক গাৱলীয়া অঞ্চলত প্ৰতিষ্ঠিত হ'ব আৰু শতকৰা ৭৫ ভাগ ছাত্ৰ-ছাত্ৰী গাৱৰ অঞ্চলৰ পৰা বছা হ'ব। এই বিদ্যালয় বিলাকৰ শিক্ষকো জিলাৰ ভিতৰতে কাম কৰা শিক্ষক সকলৰ পৰা নিযুক্তি দিয়া হ'ব। এনেকুৱা বিদ্যালয় বিলাকত দ্বাদশ শ্ৰেণী পৰ্য্যন্ত হ'ব আৰু Ats, Science, Commerce আৰু Vocational শিক্ষা দিয়া হ'ব। হোষ্টেল আদিও থাকিব আৰু খেলাধূলাৰ জনপ্ৰিয়তাৰ বাবে সকলো সুবিধা থাকিব।

গতিকে উঠি অহা লৰাছোৱালী-বোৰৰ ভৱিষ্যতলৈ চাই নৱোদয় বিদ্যালয় আমাৰ ৰাজ্যত লবৰ কাৰণে চৰকাৰে সিদ্ধান্ত ল'ব লাগে।

ৰাষ্ট্ৰীয় পৰ্য্যায়ত অসম স্কাউট গাইডৰ ভূমিকা

Lord Badan Powell-য়ে উদ্ভাৱণ কৰা স্কাউট আন্দোলন ১৯০৭ চনত Great Britain-ত আৰম্ভ হয়। জীৱন জোৰা সামৰিক অভিজ্ঞতাৰ ভিত্তিত ইংলণ্ডৰ যুৱক সকলৰ বাবে প্ৰস্তুত কৰা প্ৰশিক্ষণ, আগলৈ কাৰ্য্যক্ষেত্ৰত প্ৰয়োগ কৰাৰ লগে লগে যুৱক সকলে দলে দলে প্ৰশিক্ষণৰ সুবিধা লবৰ বাবে আগবাঢ়ি আহে। Great Britain-ত বিয়পি পৰাৰ লগে লগে ইউৰোপীয়ান দেশ বিলাকত ইয়াক গ্ৰহণ কৰে। পাচত আমেৰিকাত প্ৰবৰ্তন হয় আৰু পৃথিবীৰ অধিকাংশ দেশে ইয়াক গ্ৰহণ কৰে আৰু আন্তৰ্জাতিক আন্দোলনত পৰিণত হয়।

স্কাউটিং আন্দোলন বুলি আশা দিয়াৰ মূলত ইয়াৰ ব্যাপকতা আৰু বয়স্ক সকলৰ সক্রিয় সহযোগিতা। যদিও প্রথম মহাসমৰত এই আন্দোলন বাধা প্রাপ্ত হয়, যুদ্ধ শেষ হোৱাৰ লগে লগে আকৌ ঠন ধৰি উঠে। প্রথমতে স্কাউটিং কেৱল লৰাৰ মাজত হে প্রবর্তিত হৈছিল, কিন্তু ছোৱালী বিলাকৰ মাজতো ইয়াৰ প্রতি আগ্রহ প্রকট হোৱাত লর্ড বেডেন পাওৱেলে ছোৱালীৰ বাবেও গাইড শাখা খোলাৰ সিদ্ধান্ত লয় আৰু তাৰ কর্তৃত্ব Lady Badan Powell-ক দিয়ে। ১ম মহাযুদ্ধৰ আগতেই কাব আৰু বুলবুলৰ শাখা খোলা হয় আৰু মহাসমৰৰ পাচত ১৯২০ চন মানৰ পৰা ওপৰৰ Rover Ranger-ৰ শাখা দুটা যুৱক আৰু যুৱতীৰ বাবে খোলা হয়।

লর্ড বেডেন পাওৱেলে প্রত্যেকৰ বাবে কিতাপ ৰচনা কৰি এই আন্দোলনক স্বকীয় ৰূপ দিছে। তেওঁ Cub bulbul-ৰ বাবে Wolf Cub Hand Book, Scout-ৰ বাবে Boys Scouts আৰু Rovers-ৰ বাবে Rovers to Succsess লিখে।

১৯২০ চন মানতে স্কাউটিং আন্দোলনৰ প্রশিক্ষণ এই দৰে ভাগ কৰা হয়। ৬ বছৰৰ পৰা আৰম্ভ কৰি ২৪ বছৰ পর্য্যন্ত শিক্ষা দিয়াৰ ব্যৱস্থা কৰা হয়। ৩টা শাখা এনেদৰে ভাগ কৰিব পাৰি। প্রথম (৬-১১ বছৰ) কাব শাখাৰ বাবে, বুলবুল ছোৱালীৰ বাবে (১১-১৬ বছৰ), স্কাউটিং লৰাৰ বাবে, গাইড ছোৱালীৰ বাবে (১৬-২৪ বছৰ), Rover যুৱকৰ বাবে আৰু ৰেঞ্জাৰ ছোৱালীৰ বাবে প্রত্যেকটো শাখাৰ বাবে মূল মন্ত্র হ'ল কাব, বুলবুলে "ডাঙৰৰ কথা মানি চলা", Girl Guide-ৰ সকলো সময়তে "তৈয়াৰী" হোৱা আৰু ৰভাৰ ৰেঞ্জাৰ সকলৰ "সমাজ সেৱা"। ইয়াৰ বাবে বয়স্ক সকল আগবাঢ়ি আহি প্রশিক্ষণ লৈ নিজৰ দল বিলাক তৈয়াৰ কৰি আচনিমতে প্রশিক্ষণ দিব। একোটা দলত ৩২ জনৰ অধিক সভ্য থাকিব নোৱাৰিব আৰু তেওঁলোকক ৪টা সৰু দলত ভাগ কৰি হিচাবে নিজে নিজে শিকি থকা কথা আৰু কাম অভ্যাস কৰি শিক্ষা লবৰ বাবে ব্যক্তিগত আৰু সমূহীয়া ভাবে চেষ্টা কৰিব। বয়স্ক সকলেও পৰা পক্ষত মাহত এবাৰ বা দুবাৰ তেওঁলোকক অনুশীলন কৰাৰ আৰু নতুন কথা জানিবলৈ উদগনি দিব। এতিয়া ই এটা সম্পূর্ণ গণতান্ত্রিক পদ্ধতিৰ অনুস্থান য'ত লৰা ছোৱালী সকলে নেতা হিচাবে কাম কৰিবলৈ সুবিধা পায়। প্রত্যেক লৰা বা ছোৱালীয়ে নিজে চেষ্টা কৰি কার্য্যসূচী মতে নিজে কাম কৰি যোগ্যতা অর্জন কৰিব আৰু এই প্রতিজ্ঞা লব। "মই মোৰ মাতৃক সন্মানৰ ওপৰত বিশ্বাস কৰি প্রতিজ্ঞা কৰিলো যে মই এই মাতৃৰ প্রতি থকা কর্তব্য কৰিম। সকলোকে সকলো সময়ত সহায় কৰিম আৰু স্কাউটিংৰ বিধি বিধান মানি চলিম।"

অসমত এই আন্দোলন প্রথমতে কেইটামান চৰকাৰী স্কুলত আৰম্ভ হয়। কেইজনমান শিক্ষকে ইয়াৰ গুৰি ধৰে আৰু শিক্ষা বিভাগৰ মূৰব্বী সকলে ইয়াৰ হর্তাকর্তা হিচাবে ইয়াক প্রচলন কৰে। ১৯৩৭ চনত দিল্লীত বহা সমাৰোহতে অসমৰ পৰা এটা দলে যোগ দিছিল আৰু তেওঁলোকৰ ভিতৰত কেইবা জনেও উচ্চ মানৰ "Kings Scout" সর্বোচ্চ সন্মান লাভ কৰে। সেই সমাৰোহতে Lord Baden Powell আৰু Lady Powell-এ যোগ দিছিল। ১৯৪২ চনৰ ভাৰত ত্যাগ আন্দোলনৰ ফল হিচাবে এই আন্দোলনৰ গতি

মৰৰ হয়। তাৰ উপৰিত সম্রাটৰ ছবি আৰু ইংলণ্ডৰ পতাকাত অভিবাদন কৰোৱাটো ভাল পোৱা নাছিল।

১৯৫০ চনৰ ৭ নৱেম্বৰত ভাৰতত থকা কেইবাটাও স্কাউটিং সংগঠন একেলগ হৈ "ভাৰত স্কাউট আৰু গাইড সংগঠন" হিচাবে গঠিত হয় আৰু তেতিয়াৰ পৰা ই এটা জাতীয় আন্দোলনত পৰিণত হয়। ভাৰতৰ পতাকাৰ তাৎপৰ্য্যতা আৰু জাতীয় সংগীত সকলো স্কাউট গাইডে জানিব লাগিব। কিন্তু লৰ্ড বেডেন পাওৱালে দিয়া মূল নিতি সমূহ স্কাউটিংৰ সাৰ বস্তু আৰু সেইবাবে আজিও নানা পৰিবৰ্তনৰ মাজতো বৰ্তি আছে।

স্কাউটিং সংগঠনটো এটা আন্তৰ্জাতিক অনুষ্ঠান হিচাবে ইয়াৰ সৰ্বোচ্চ নীতি নিৰ্দ্ধাৰণ কৰে আৰু এই নীতি সমূহ World Conference-ত আলোচনা কৰি ঠিক কৰি দিয়ে। প্ৰত্যেক দেশ ইয়াৰ সভ্য হ'ব লাগিব আৰু সেই নীতিৰ আধাৰত কাম কৰিব লাগিব।

বৰ্ত্তমানৰ পদ্ধতি মতে স্কাউট গাইডৰ প্ৰত্যেক লৰা-ছোৱালীয়ে আৰু বয়স্ক সকলে এটা ফিজ দি সভ্য হ'ব লাগিব আৰু প্ৰত্যেক বছৰে দিব লাগিব। তাৰ এটা অংশ World Scouting লৈ যায় জাতীয় সথাৰ জৰিয়তে।

স্কাউটিংৰ বহুল প্ৰচাৰ হোৱাৰ লগতে ইয়াত আমাৰ বাবে ৫টা আবাসিক গোট থাকে। সেই কেইটা বিষয়—(১) European Region—15 Centres, (২) Asia Pacific Region—14 Centres, (৩) Inter American Region—13 Centres, (৪) Africa Region—8 Centres, আৰু (৫) Arab Region—8 Centres. Chairmen, World Scout Committee Mr. John Beresford has said— "without the enccuragement and backing of the World foundation, world scouting could hardly exist in its present form to-day. A strong foundation producing stability, increasing support is the main gurantee of the fature stability and expunssion of scouting world wide."

ভাৰতৰ স্কাউট আৰু গাইড সংগঠনৰ কৃতকাৰ্য্য হৈছে National Council ই স্কাউটিংৰ লক্ষ্য আৰু উদ্দেশ্যত বিশ্বাস থকা নাগৰিকৰ এখন সভা যত প্ৰত্যেক সভ্যৰ বছৰেকীয়া মাচুল দি নিজে ইয়াৰ সভ্য হয়। তাৰ উপৰিও স্থায়ী বিষয় ববীয়া সকল ইয়াৰ সভ্য। National Comimissoner জন ৩ বছৰে সভ্য সকলৰ দ্বাৰা নিৰ্বাচিত হয়। কাৰ্য্য পৰিচালনা কৰিবৰ বাবে মূখ্য বিষয়া জন হৈছে Director, National Headquarters আৰু তেওঁৰ তলত বিভিন্ন বিভাগৰ বাবে বহুত কৰ্মচাৰী থাকে। কাৰ্য্যকৰী সমিতিত পাঠ বছৰা কৰে আৰু ইয়াৰ সভ্য সকলো নিৰ্দ্ধাৰিত হয়।

সেইদৰে প্ৰত্যেক ৰাজ্যত একোখন ৰাজ্যিক সংগঠন আছে। তাৰ মূখ্য আয়ুক্তজন ৩ বছৰৰ বাবে নিৰ্বাচিত হয় আৰু Asstt. President জনকো নিৰ্বাচিত কৰা হয় কাৰণ ৰাজ্যৰ ৰাজ্যপাল জনক তেখেতৰ দায়িত্ব লবৰ বাবে অনুৰোধ কৰা হয়। মূখ্য আয়ুক্ত-গৰাকীয়ে প্ৰবীণ আৰু প্ৰশিক্ষণপ্ৰাপ্ত সকলৰ পৰা ৰাজ্যিক সাংগঠনিক আয়ুক্ত আৰু ৰাজ্যিক প্ৰশিক্ষণ আয়ুক্ত ৩ বছৰৰ বাবে নিযুক্তি দিয়ে। সেইদৰে প্ৰায় জিলাত জিলা

সংগঠন থাকে। গতিকে দেখা যায় যে সংগঠনটো এটা গণতান্ত্ৰিক প্ৰক্ৰিয়াৰে পৰিচালিত। একেবাৰে তলত স্কাউট গাইডৰ দলবিলাক থাকে ।

অসমত এতিয়াও এই সংগঠনটো সবল হিচাবে উন্নত হব পৰা নাই। কাৰণ বাহিৰৰ সংগঠনটোৰ সভ্য অসমত বেছি নহয়। জিলা-সংগঠন বিলাক এতিয়াও অসমত গঢ়ি উঠা নাই। এই বিলাক এতিয়াও গণতান্ত্ৰিক পদ্ধতিৰে গঠন হোৱা নাই কাৰণে কোনো ক্ষেত্ৰতে নিৰ্বাচনৰ দ্বাৰা সভ্য সকলক নিৰ্বাচিত কৰা প্ৰক্ৰিয়া হোৱা নাই।

সংখ্যা হিচাবেও বিশেষ প্ৰচাৰ লাভ কৰিব পৰা নাই। বৰ্তমান স্কাউট আৰু গাইডৰ দল বিলাক কেৱল টাউনতে আছে। ইয়াত এটা ডাঙৰ প্ৰতিবন্ধক দেখা যায় যে শিক্ষক সকলৰ পৰা বীনামূলীয়া প্ৰশিক্ষণ দল গঠন কৰি বিনামূলীয়াভাৱে কাম কৰাৰ আগ্ৰহ কম।

প্ৰশিক্ষণ লবৰ বাবে যথেষ্ট সংখ্যক শিক্ষকৰ অভাব। ফলত লৰা-ছোৱালীৰ আগ্ৰহ থকা সত্বেও ইয়াক বহুত স্কুলত খুলিব পৰা নাই। বাধাপ্ৰাপ্ত লৰা-ছোৱালীৰ বাবেও Handicapped Scouting-ৰ ব্যৱস্থা আছে। Sea Scout, Air Scout-ৰ দলৰ ব্যৱস্থা থকা সত্বেও আমাৰ অসমত নাই। Handicapped Scouting-ৰ কেইটামান শাখা আছিল কিন্তু প্ৰায় বিলাকেই এতিয়া লুপ্তপ্ৰায়। সৰ্বভাৰতৰ ২৩ লাখ লৰা-ছোৱালীৰ বিপৰীতে আমাৰ অসমৰ সংখ্যা প্ৰায় ৭/৮ হাজাৰ হব। সৰ্বমুঠ ছাত্ৰ-ছাত্ৰীৰ শতকৰা দশমিক ১৩ কৈয়ো কম যদিও আমাৰ ৰাজ্যৰ পৰা প্ৰত্যেক বছৰে ভাৰতৰ বিভিন্ন ঠাইত হোৱা National Integration Camp লৈ যোগ দিবলৈ Scout Guide এ অংশ-গ্ৰহণ কৰি প্ৰশংসা অৰ্জন কৰিছে। কিন্তু ইয়েই যথেষ্ট নহয়। ৰাষ্ট্ৰপতি পদক Scout, Guide সকলে আৰু ৰভাৰ ৰেঞ্জাৰ সকলে পাইছে কিন্তু তেওঁলোক এই উচ্চপদক লাভ কৰাৰ পাচত, আন্দোলনটোৰ উন্নতি কৰিবলৈ অহাৰ আগ্ৰহ দেখা নাযায়। ইয়াৰ কাৰণ বিশ্লেষণ কৰা একান্ত দৰকাৰ।

স্কাউটিং শিক্ষা নাগৰিক জীৱনৰ বাবে অতি প্ৰয়োজনীয় কাৰণ ইয়াৰ যোগেদি এজন লৰা-ছোৱালীয়ে শাৰিৰীক, নৈতিক আৰু আধ্যাত্মিক জ্ঞান লাভ কৰিব পাৰে, দেশৰ বাবে এজন নিঃস্বাৰ্থ কৰ্মী হব পাৰে, নিজে ইয়াৰ কৌশল লাভ কৰি এজন দক্ষ নাগৰিক হব পাৰি। স্বৰ্গীয় বেডেন পাওৱেলে কৈছিল—"It is by the character of the citizens, not by force of its areas, that a country becomes superior to others". Mahatma Gandhi said If it did not serve to remove all mental distance suspicion and foster friendship and amity among various sections and communities", it would be worth nothing.

গতিকে বৰ্তমান অৱস্থাৰ পৰিপ্ৰেক্ষিতত সংগঠনৰ বহুল প্ৰচাৰ অভিযান আৰম্ভ হোৱা উচিত। যাতে উঠি অহা যুৱক-যুৱতী সকলৰ অদম্য সাহস আৰু কৰ্মপ্ৰেৰণা স্কাউট গাইড প্ৰশিক্ষণৰ দ্বাৰা আত্মসন্মানপূৰ্ণ নাগৰিক সৃষ্টি কৰি দেশত সকলো ক্ষেত্ৰতে ত্যাগ কৰি যোৱাত সহায় কৰিব পাৰিব। ভৱিষ্যতে ইয়াৰ শুভ কামনা কৰিলো।

———

২৫ নৱেম্বৰ '৯৪ তাৰিখৰ অসমবাণীত শ্ৰীহোমেন বৰগোহাঞি দেৱে অসমৰ এগৰাকি বিশিষ্ট সাহিত্যিক সমালোচক উপন্যাসিক-গৱেষক পণ্ডিত-ডঃ প্ৰফুল্ল দত্ত গোস্বামীৰ বিষয়ে লিখিছিল—

"অসমত প্ৰফুল্ল দত্ত গোস্বামীৰ নিচিনা মানুহ এজনেই আছিল আৰু সেই জন আছিল ডঃ প্ৰফুল্ল দত্ত গোস্বামী"।

বিভিন্ন তত্ত্ব আৰু তথ্যৰ ভিত্তিত আমি অনুভৱ কৰো।

"অসমৰ শিক্ষাসদী, শিক্ষাব্ৰতী, শিক্ষাবিদ, গৱেষক সকলৰ ভিতৰত ডঃ দণ্ডেশ্বৰ গগৈৰ দৰে মানুহ এজনেই আছিল—তেখেত আছিল ডঃ দণ্ডেশ্বৰ গগৈ—"

সম্পাদনা সমিতি

[ENGLISH SECTION]

Life & works of Siksha Ratna Dr. Dandeswar Gogoi, M. A., D. Litt.

State Academic Council 1996, Assam

Guwahati

Index

Page No

1. Preface. ... 1
2. Selected Quotes from Ashrumala. ... 2
3. List of institutions involved. ... 3
4. Articles written by Dr. D. Gogoi :

(a) Down memory lane : Looking back to my youth. ... 4

(b) Late Giridhar Sharma, as I knew him. ... 11

(c) International Literacy day. ... 14

(d) New Pattern of School education. ... 17

(e) An outline of programme for international youth year, 1985. ... 27

(f) Talking Personally. ... 29

(g) Scouting as an alternative to S. U. P. W. ... 31

(h) Scouting fulfills all educational objectives. ... 38

(i) Back ground of Rover Scouting. ... 40

(j) Scouting, its role in national integration. ... 44

(k) Rover Scouting. ... 48

(l) Role of Scouting and Guiding in moulding character in Citizenship. ... 50

(m) Foundation day of Bharat Scouts & Guides. ... 52

(n) A few thoughts on Scouting. ... 55

5. Presidential Address :

(a) 1979—Morigaon Conference. } State Academic Council. 58

(b) 1982—Guwahati Conference. ... 70

(c) 1985—North Lakhimpur Conference. ... 76

(d) 1979—H. Secondary Teachers' Conference, Dergaon. ... 84

(e) 1981—Do—Jorhat Conference. ... 99

(f) 1984—Do-Dhubri Conference. ... 111

(g) 1992—All Assam H. S. Teachers' & Employees Association. Guwahati. ... 119

(h) —Do Bihpuria Conference. ... 122

6. Address on the occasion of Presenting of the award : 'Siksha Ratna' by State Academic Council. ... 134

7. Views on Educational reforms. Dr. D. Gogoi :

(a) School Education in new perspective. ... 140

(b) Approach paper on +2 stage education in Assam. ... 155

(c) A View on competitive Entrance Examination (NCERT). ... 161

(e) Report about Higher Secondary Economics Class. ... 164

(d) A report on implementation of 10+2 years School Education. ... 167

8. Some important letters from Dr. D. Gogoi :

(a) A letter to The Prime Minister, India. .. 171
(b) To The Adviser to the Governor, Assam. .. 174
(c) To The Education Minister, Assam. ... 177
(d) To The Chairman, SEBA. .. 179
(e) To The Director, NCERT. ... 184
(f) To T.S.U. NCERT, New Delhi. ... 185
(g) To The Joint Secretary, Ministry of Education & Social Welfare, Govt. of India ... 186

9. Some important letters to Dr. Gogoi :

(a) From—D. R. Dua, NCERT. ... 188
(b) K. Misra, NCERT. ... 188
(c) S.M. Chatterjee, NCERT. ... 189
(d) H.S. Srivastava, NCERT. ... 190

10. Jottings from Memory : Prabin Kr. Gogoi ... 196

11. Letter from Sydenham College of Commerce & Economics ... 198

12. Need for Orientation of Teacher Education in our State ... 199

13. Proposal an Endowment for creation of Scholarship to comemorate to Memory of the "Shwahid" ... 202

14. A letter to Mr. L. Chowdhury, Minister of Education ... 203

15. Summary Report of COBSE held in Chandigarh 1978 ... 204

PREFACE

An attempt has been made by the State Academic Council, Assam, an Apex Academic body of the Principals and Headmasters of High and Higher Secondary Schools of Assam, duly recognised by the Govt. of Assam, to publish a commemorative volume on the life and works of Late Dandeswar Gogoi, President of the Council for 12 years. Under the leadership of Dr. Gogoi the State Academic Council became an effective forum for advising the Govt. on important academic issues concerning the Secondary Education in the State.

The multi-dimensional personality of late Dr. Gogoi left an indelible imprint not only in the field of education, educational reforms and administration but also contributed significantly in the expansion of Scout and guide movement in the state. A committed educationist, a dedicated administrator and a devoted teacher, late Dr. Gogoi was a source of inspiration for the teaching community of the state, quality worth emulation.

Late Dr. Gogoi's heart was large, scholarship deep and knowledge expansive, but his writings were scanty, Anybody coming close to him would surely be enamoured of his amiable disposition and depth of knowledge. May be due to his pre-occupation and deep involvement in academic activities of the state he could hardly find time to put his ideas in writing.

Yet his few writings scattered over various news papers and journals bear eloquent testimony of Dr. Gogoi's wisdom and insight.

A Word of Appreciation

But for the active co-operation of Mrs. Anju Gogoi the daughter in law of Dr. D. Gogoi, this volume would not have seen the light of the day. We express our deep sense of appreciation and gratitude to her and other members of the family.

The Secretary Bharat Scouts and guides, Mr.N.C. Bhattacharyya, has very kindly allowed us to reprint the articles of Dr. Gogoi, published in their journal. We are deeply indebted to him and the organisation.

We are grateful to our colleagues in the Academic Council, particularly Mr. Munindra Saikia, Ex-general Secy. Mr. Pabindra

Bhattacharyya working president, Mr. L. Buragohain, General Secretary. Mr. Phani Barua, Joint Secy. and Mr. Dimbeswar Chetia, joint editor and other members of the Council, for their help and guidance in the preparation of this volume.

Finally, Mr. Mahendra Ahom, M.A., L.L.B., principal Jagiroad College, who helped us a lot not only with words of appreciation for undertaking the task, but also physically, in sorting out some of Dr. Gagoi's writings deserve our deep sense of gratitude and appreciation.

Prabin Barthakur
Editor, Life and works of
Siksha Ratna Dr. Dandeswar Gogoi.

12 8. 96

Selected quotes from Ashrumala

Professor Kamaleswar Sharma : Above all, Prof. Dandeswar Gogoi is a gentleman. "A Gentleman" as Sir Henry Newman tells us, "Is one who never hurts any one". And Prof. Gogoi is a man who never hurts even a fly.

And, he remained a true born perfect gentleman.

Satish Ch. Gogoi : Coming out of a poor family of a very backward village, he built up his brilliant student career to the best satisfaction of his parents and welwishers and established his many folded fielded of activities towards the better education of the children of the soil. He left no stone unturned to bring about a congenial atmosphere and favourable situation for higher standard of teaching to enable our children to compete with the counterparts of educationally advanced countries.

Sri Dambarudhar Pathak, Retd. Chief Justice : "He was just a gem of a teacher with warm head and heart which is now a very rare commodity".

Dr. B. K. Talukdar : "Dr. Gogoi was an eminent educationist, a very good organiser of Scouts and Guides and above all a relentless social worker with a towering personality."

INSTITUTION INVOLVED

1. Examination Reform Committee, N. C. E. R. T., Delhi.
2. Text Book Production Committee, N. C. E. R. T.
3. Member, Governing Body, Regional College of Education, Bhubaneswer.
4. Member, Executive Council, Dibrugarh University and Gauhati University.
5. Member of the Court, Dibrugarh and Gauhati University.
6. Chairman, Co-ordination Committee for Common Syllabus of Higher Secondary and P. U. Courses.
7. Chairman of the Ccmmittee for preparation of curriculum and Syllabus for Higher Secondary course including Vocations.
8. Member, University Selection Board, G. U. &. D. U.
9. Member Secretary for the Committee to Examine opening of Post Graduate classes in Cotton College.
10. Member of the Committee to study the Degree Colleges of Assam and for their retrospect.
11. Member of the Committee for Selection of V. C. of the D. U. for two occasions.
12. Member of the Assam Sanskrit Board.
13. Member of the Advisory Committee on Education formed by the Govt. of Assam.
14. Member of the Higher Secondary Education Council, Assam.
15. President, State Academic Council of the Heads of High and Higher Secondary Schools, Assam.
16. President, Management Committee of the K. K. Handique Memorial Trust (Regd.)
17. Member of G. B. of B. Barua College, Gauhati College and Permanent donor member of Handique Girls' College :
18. Honorary counsellor, Bharat Scouts and Guides and member of the Netional Council and Executive of the same.
19. Presided over All Assam Primary Teachers' conferance.

Looking back to my youth-down Memory Lane

I am grateful to the All India Radio for this opportunity to my past and to recount some of my experiences in life.

It is said that a man is free to choose and is responsible for his activities. Yet as I recall my childhood, I find that I had to work under circumstances which were beyond my control. Born and brought up in a village near north Lakhimpur which was hardly a town in those days around 1920, I had to function under the twin influence of the times and my family background. My father, a school teacher, a person highly respected in the community provided the base of my personality and, after his death, as I entered High School, it was for my mother to struggle in bringing me up. I grew up with the love of the entire village and I took part in all village congregations and this let grow within me an abiding interest in man and provided a deeper social contact which I have retained all through and which helped me to play my part till the evening of my life. I also realise what one's mother can be in shaping one's life. I learnt to get deeply involved in whatever I did and I would advise our younger generation to enjoy the thrills of involvment.

There was nothing spectacular in my school life except that students of the North Lakhimpur High School used to follow what their teachers said and worked sincerely to acquire knowledge. School functions such as prize distribution, Swaraswati Puja, Celebration of death and birth anniversaries were held with great interest shown by the students in general. There were not much other activities like the present time and students had hardly any opportunity to broaden their knowledge from other sources in the society. Yet these limited opportunities were utilised more fully and in right earnest. Today I vividly recall teachers who left indelible impression cn me,

but for their inspiration, I could not be what I am today. When in class VII I secured 90% marks in Sanskrit. With this impetus I continued to get around 80 to 90 in all the examinations, in the hands of my respected classical teacher even when I could not answer all the questions. Late Tosheswar Thakur who was a Hons. graduate in Sanskrit inspired me. As a result I read Sanskrit up to Degree Honours standard later in the Cotton College. Late Dr. Dimbeswar Neog, my teacher an erudite scholar wellversed in several languages, helped us greatly in writing English and developing love for the Assamese language. His versatile genius then around 1930 showed high promise and this reflected later in the contribution he made to Assamese language and literature. His home was a storehouse of books and magazines. I used to recite his poems with great delight.

In 1932, I found myself in such a broad atmosphere in the Cotton College that it took a lot of time for me to adjust. I walked without shoes into tho college and I saw a railway train for the first time. I met betterdressed boys from well-to-do families and felt very dejected by comparison. Yet I tried to get consolation for my work in listening to the professors. College and Hostel atmosphere was very good. We used to prepare tea for the elder boarders in the room and they also treated us as their younger brothers. Thus many a good relation was built up and these happy memories still survive. I remember the occasion of Freshmen Social in the Hostel where in spite of my village background, I ventured to speak. This brought recognition and the senior boarders took interest in me. The Cotton College Hostels used to perform Janmastami and Saraswati Puja together and it was a big function where all the elites of Town came. During my 3rd year in the college I became the Secretary of the Fine Arts exhibition arranged on the Swaraswati Puja. Principal, S. C. Roy, I. E. S., was full of encouragement and the Commissioner Debesh Das helped us even with money. I grew in experience and came to be known to the student community. I recall my association with Prof. E. Brown of the Economics Deptt. and Principal Roberts, when

I was in the 4th year and a monitor of the hostel. Let me now specially mention Prof. L. N. Chaterjee. his brilliant lectures specially on Sakuntala in the class and Prof B. M. Sen of History Deptt. for his stirring personality, and late B. C. Sen our Supdt. and later Principal of the Collage. In the process of my involvement in Social Work I must have suffered academically and I never regretted it.

I proceeded to Calcutta University to study M. A. in Economics and Law and spent two years in the University where again I found a vast field for improvement. I was attracted by some of the professors and brilliant students who studied all through in the University Library.

As I had no money to buy books, I had to use the Library and prepared notes from all the books and journals referred to by the professors in the class among whom I mention Prof. Benoy Sarkar the great sociologist who impressed me by his revolutionary and unorthodox approach to all human problems. He took special interest in me because of the Assamese tribe to which I belong. We had rare glimpse of the Vice-Chancellor Dr. Shyama Prasad Mukherjee in some of the meetings of the University which we attended. He was robust in health, forceful in his speech and he possessed starting personality.

While in Calcutta, I was selected Secretary A. S. L. Club and in that capacity I had the oppurtunity of meeting Dr. Radha Krishnan, Prof. of Philosophy in the University whose lectures were thronged by students of even other subjects.

I joined the Murarichand College, Sylhet, then in undivided Assam as a teacher in Economics in December 1938 aud served there for 2 academic sessions. I had very pleasant memories of this College situated in a hillock in pictureseque sorroundings under a Principal named Abu Syeed a strong personality and a great educationist. I was impressed by his scholarship and his interest in the wardha scheme formulated by Mahatma Gandhi.

I will now mention an interesting incident. In the Ist year class

civics where, while I was calling rolls, a student sitting in the Gallery jumped out by the window. I noticed it but remained quiet. After calling the rolls, I called the name of the students and his roll no that I accidentally remembered. None replied. This detection brought me praise from all quarters. In the Honours Class the students put numerous questions that I could not answer. Thus began real study that begins only after one passes one's examination. I thus realised how one must learn all through one's life.

My time in Cotton College from 1940 to 1953 was most colourful. After the war when the hostels were taken over from the army I became the Supdt. of the Hostels where I used to stay as a boarder, before.

When late Prof. P. Dutta became the Registrar of the newly established Gauhati University in 1948, all the responsibilities discharged by him fell upon me. I had to take charge of examination and also his hostel. I had rich experience by my constant and intimate touch with the great personality of Dr. Bani Kanta Kakoty who became Principal, Cotton College in 1948 as I could find that he possessed a heart filled with the milk of kindness though from the exterior he looked hard. He consulted me on all matters of the college and this had made some of the senior to me jealous. I was even called the de-facto Principal of the College.

One memorable event during my time in Cotton College, was the Golden Jubilee Celebrations of the College, of which I was made the General Secretary. The Chief Guest of the function was Late C. V. Raman the Nobel-Prize Winner. I was greatly impressed by the strong personality of the great person and his intimate enquiry about many aspects of this place and people. After 13 years of serving in the College I became inspetor of Schools where I became aware of another vast field of secondary education. One of the important activities which I gave prominence was the Scouts and Guides movement as I was convinced of the effectiveness of the training of our young boys and girls.

Another area of my engagement was the implementation of the

Mudialiar Scheme of Higher Secandary and Multipurpose Schools. It is a pity that it had to survive attack from collegiate education and lose grounds and now it has yielded to the +2 stage of school education under similar conditions.

My assignment in the Board of Secondary Education for 3 years as its Secretary included many improvement activities, aided by a group of energetic education officers. The examination-reform programme then initiated has now been accepted as a matter of policy. All these activities were highly appreciated in All India Conferences making them landmarks in my life to remember.

My tenure thereafter as the Secretary, University Classess fulfilled my desire to enter the precincts of the Gauhati University as its humble servant. When Dr. Banikanta Kakoty initiated the move earlier, I was considered too young. It was therefore God's will that it had come to me later in life.

I involved myself deeply in to work in looking after students' amenities. I am glad to recall that my attempts to serve the teachers and pupils of this University I proved successful and the student community lent me their ears with respect. I loved and trusted them from the core of my heart, and many came to me for guidance, help and advice.

I recall with admiration how the students used me as a confidant and acted on my advice. Even when the great language agitation was on and when they did not approach the authorities, they gave me all information and sought guidance. I have the satisfaction that at last the settlement with Govt. came through my advice and persuance making it a happy recollection I will treasure all my life.

The present phase of my working life is as Chairman of the Board of Secondary Education which I find on invitation from the Govt. with the turmoils of the 10+2 Schooling in the effing. I accepted the offer prompted by my earlier association with the area with the hope that in the evening of my life, probably I would get the fragrance of roses.

Herein during the last 4 years I had the exciting experience with

educational development in Secondary Education and in initiating a number of development programmes. I had a virgin field to think of schemes constantly presented by the academic officers but also for implementation of the same with the approval of the Board. Problems arose in respect of textbooks, syllabi their implementation, teacher orientation, evaluation and all in one bundle. The first thing to remember is the examination-reform programme given normal pace during my chairmanship and introduced in the H.S.L.C. examination of 1976 and 1977.

My second success came when I mobilised resources of the N.C.E.R.T., The Govt. of Assam and the Board for the inservice training of teachers, followed by the preparation of very useful objective-based guide material.

In recognition, this Board was given a high status amongst sister Boards in the country and I was appointed member in several National Committees such as Examination Reform and Text-Book Committees of the N.C.E.R.T. I would consider these as memorable events in life, in recognition of efforts put up in right earnest.

However my attempts to streamline the +2 stage of schooling and introduce new courses from 1977 has not come off and I would perhaps retire with this pang in my heart. Govt. also did not as recommended in the Kothari Commission, take steps to bring all school education under one authority which I consider highly essential. Thus a breakthrough in education has not really been affected and the same old way of looking at education continues almost unabated. I felt that this was not a forward-looking policy in the interest of education since revolutionary changes have taken place in Education in all South East Asian countries for preparation of manpower for the development of the the country.

During the long period of work in different fields, I felt that I have grown and attained some maturity in my attitude and approach. I have derived satisfaction and firm conviction about Tolstoy's famous saying that "where love is God and where God and love are, there is happiness." The way to happiness is to keep your heart free from

hate, mind from worry, live simply, expect little, give much, fill the life with love, scatter sunshine, forget self, think of others. Do as you would be done by.

I guided my life on the basis of the above principles with rich dividend. As a result, I always look to do some good to those who harm me.

I like to recommend the same to the younger generation so that they do not develop an attitude of fault finding but see the good in others, and to follow the motto : "Be good, see good and do good."

Late Principal Giridhar Sarmah As I Knew Him

Late Principal Giridhar Sarmah was a self-made man who struggled through life to rise to the prominent position as an educationist, literateur and a social worker. He gave proof to the dictum that a man can be what he desires as stated by Emerson in the following words "Beware of what you want for you will get it". Late Principal Sarmah knew how to fire the heart with where he wanted to go and what he wanted to be. For he took help of this spiritual principle in life.

He was born in the Kokaya village in Nalbari Sub-division on 30th July, 1912 in an austere Brahmin family. He lost his father at the age of 6 years only and he along with his brother were brought up by their mother who was a far-sighted lady with uncommon common sense. The stamp of his mothers' love and care in his upbringing in early life, was deeply ingrained in his character and it is really amazing that he amply repaid the same by his unbounded love, respect and care in her old days.

I came to know Late Sarmah when he entered in the Cotton College as a Lecturer in Assamese Deptt. after having passed the M.A. examination as a private candidate creditably, through his association with Late Ghana Kanta Sarmah another Sanskrit scholar of the College as Late Ghana Sarmah was also intimately known to me. From our first meeting, we developed intimacy and I was impressed by his interest for the working of his locality as well as for the poor and the down-trodden.

Late Sarma later, felt the need of an Educational Institution in his area at Rehabari and with great difficulty started an M.E. School to provide facilities to children of the locality of the area. He used to come to me for discussion as I was at that time Inspector of Schools at Gauhati. I know the hard labour he put in procuring lands from

Govt. and getting the low lying places improved by earth filling. He had farsight in to the matter for which he planned for getting sufficient lands which were then available as Govt. Waste lands in that area. Gradually the school developed in to a High School and later to a Higher Secondary when the Higher Secondary & Multipurpose School were started under the 1st 5 Year Plan under Mudaliar Commission Report. It was his efforts and farsightedness, which won the good will and support of the public and the Govt. and soon the institution developed. He always tried to maintain a high academic standard and took care to organise activities so as to make the institution as an ideal one according to the cultural heritage of the country.

Rapid development of the School with unbonded support from the puhlic, encouraged him to start a College. The College was named as Aryya Vidyapith along with the school and his dream of developing a complex came true with thoughts, playing fields and other amenities such as Libraries, Hospitals etc. In order to give a concreate shape and to develop it in to an institution of Indian culture, he resigned from his post in the Cotton College and became the founder Principal. As Principal he organised different feather and complete it with laboratories, libraries, auditorium and playing fields in a well knit campus. Enormous efforts put up by him in developing the college from the raising of the grounds to construction of buildings, have given to the people an institution of high standard which stood as unique. He was able to attract best of teachers and inspire them by his personal attractive approach and character. Discipline maintained in the College was of unique nature. He will be remembered for his contribution in the field of education for all times to come. The College and its alumnus should maintain his ideas and his ideals in the institution.

Late Sarmah was a member of the Secondary Education Board, Assam when I was the Secretary of the Board. He rendered valuable services to the Board by his constructive suggestions for improvement of secondary education. We attended the Conference of Secondary

Education Boards at Ajmere, Rajasthan together and after his return he became the ardent advocate of examination Reform Programme. When the Board lunched the programme in Assam he helped it and even introduced some of the featuaes of the same in the college also.

He procured U. G.C. grant for the development of the College and undertook a massive programme of faculty development by harvesting the cooperation of the university and other educational experts.

The College developed an atmosphere which was congenial for educational growth. Even Post-graduate courses were opened in some subjects.

It is praiseworthy that the students of the College, have decided to pay tributes to the great personality and I hope it will preserve and improve on what he built and maintain a high standard of academic efficiency and discipline and work to make it an autonomous institution under the U. G. C. Scheme.

I pay my tributes to him as one of his intimate friend.

International Literacy Day—
8th Sept. 1991

Year 1990 has been declared as World Literacy Day with massive efforts to eradicate illiteracy from our states and it will continue in 1991 also.

This is a fact that there are about 800 million illiterate people in the world. Most of them are poor. They suffer from malnutrition, unemployment etc. as a consequence of poverty. Thus poverty and illiteracy are closly interlinked. So literacy in the development programme may be the best way of eradicating poverty also. This is why people in different walk of life who are now illiterate should come for literate so that their poverty can also be removed.

Science and Technology are bringing in big changes in our life and society. But illiterate people cannot understand them and make use of them and thus left behind and deprived of their right.

There are instances where they are cheated by dishonest traders and they are exploited by middleman and others. Poor people cannot educate their children because they earn more through their children to augment their meagre income of parents.

There is a lot of progress and development so far as physical things are concerned—new roads, new Hospitals, electrification. Railways & Transport, Schools, Hospitals, better agricultural methods etc. but most of these developments has benefitted only certain classes who are in upper and middle class, poor people are looking only.

So any education offered to them should make them understand the nature of poverty and realise the change that they want to bring about their future and encourage them to accept responsibility of working for their own.

It is therefore the primary test of literacy to provide motivation, understanding of skills necessary for them to undertake responsibility.

Literacy is much more than a skill of reading, writing and

calculation. It is the ability to use the skills for removal of their poverty, ill-health, ignorance and that is why it is urgent for the society.

An illiterate person has his own history and culture, he has his own ways of thinking and communicating. If he is to learn new skills and develop new attitudes, then this has to be built on his own language and understanding. What is positive in his thinking must be respected and encouraged. The greatest success will be achieved when literacy can be linked to meeting new fundamental requirements ranging from his immediate vital needs of food, clothing and shelter to effective participation in social changes. If the basic need of the community is food, then it should be the first theme of the programme. If they are involved, they accept more and more responsibilities for their self development.

A single universe will not do. There are differences in urban, rural, men, women and community as for literacy is concerned. So the programme should be flexible appropriate to each situation and group.

In order to supplement and to achieve total eradication of illiteracy in 90—91, Govt. of India has encouraged the formation of a non-Govt. Voluntary Association known as "Gnyan and Bignyan Society" with branches in all states to undertake a massive effort to eradicate illiteracy. The various steps earmarked are survey, creating awareness through jatra and cultural programmes impressing on the society the need to undertake voluntary work for actually undertaking the programme and to achieve complete eradication in areas taken up for work.

Assam 'Gnyan Bignyan Society' has also been formed with branches in all the districts. Cooperation of the Govt. Departments, non-official voluntary organisations working in the field and other interested organisations are already approched for their cooperation. The leadership for this is taken by the Assam Science Society who had achieved break through in creating public awareness for science and scientific attitude. Their leadership and help will

help this movement also for eradication of illiteracy in working out a programme for creating awareness to the people for the success of this programme.

Bharat Scouts & Guides, one of the biggest youth movemment in India through their Branches have cooperated the programme undertaken by Gynan Bignyan Society.

The Gynan Bignyan Society, Assam recently completed a workshop to prepare reading materials and Guide materials for the volunteers to work out tbe scheme. The Morigaon District has been taken for total eradication where complete survey was made. In other Districts, a block has been selected for the purpose. The 2nd October, 1991 has been chosen to start actual work.

In a recent review of the work Shri Krishno Kumar who had experience in achieving total eradication in Arnaculam District of Kerala gave his valuable advises to the 'Gynan Bignyan Society' how to begin this work with total cooperation from Govt. offices. Intellectuals, Professors, Teachers and other leading people of the country for making total literacy possible in Assam.

Let us take a pledge that we will put India in the literate strife of the fight to liberate humanity from poverty and ignorance to make human development possible where complete literacy will prevail.

———

New Pattern of School Education in the Context of 2 Review Committee Report

HIGHER SECONDARY EDUCATION IN ASSAM

Brief History :—Under the recommendation of the Mudaliar Committee, 11 Year integrated Higher Secondary Course was introduced under the 1st 5 Year Plan and in 67 schools of the State, Arts, Science, Commerce courses were started. In some schools Agriculture, Fine Arts and Music are also opened under the multi-purpose scheme. One year P. U. courses were also opened by the University under the scheme. Though apparatus were purchased for technical course this should not be opened in any school.

In 1972, the two Universities in the State decided to raise the P.U. courses to two years and as a result 11 Year Higher Secondary course faced difficultties. So the Board had to help its products for getting admission in the degree classes as well as in professional colleges. Govt. however decided to upgrade 11 Year schools to 12 year Higher Secondary from the academic session 1973. The Board therefore prepared provisional syllabus for 12 Year Higher Secondary in a limited number of subjects pending preparation of full fleged syllabus on the basis of 10 Year of school education adopted by the Board from 1973 session. These interim syllabus with only a limited number of subjects in Humanities and Science, still prevails and new courses though prepareed by the Board in Science, Arts and Commerce could not be given effect to till now. This has put the Higher Secondary Education at a disadvantage as in normal course, the new Higher Secondary courses in Academic and vocational courses should have been started from the session 1976 whom the students under the 10 year school education passes H. S. L. C. Examination in 1976.

In the meantime, the new pattern of Education under the Kothari

Commission report and the national policy of Education had become clear. It was known as 10+2+3. Under this pattern the Higher Secondary Education has come to be known as Plus 2. Education and its main feature is the diversification with vocational courses at the the Plus 2 stage. However, the State Govt. did not take any decision regarding vocationalisation and re-organition of Plus 2 Education and so the old arrangement of having P.U. and Pre-degree classes at the Universities and 2 Year courses under Higher Secondary Board still continues with the final examination being conducted by 3 authorities after 12 years.

The State Govt. amended the University Acts in 1974 under which Universities were debarred from granting affiliation to any new P. U. or Pre-Degree College. Steps were taken also to convert more High into Higher Secondary specially in rural areas thus providing educational facilities to the students in rural areas. However no difinite policy has been laid down and other measures to consolidating Higher Secondary schools are found wanting either from Board or Government.

State Government howevor set up a Committee with the Chairman and Secretary of the Board as the Chairman and the Secretary with representatives from the two Universities to prepare a common syllabus for plus 2 course so that these can be uniformily imtroduced in the University and the Board for Plus 2 courses, The syllabusin the major subjects of Humanities, Science and Commerce were prepared in consultation with experts and educationists on the guide lines for Plus 2 education and the Committee accepted these syllabus and recommended the same to the Universities for adoption in either P. U. and Pre-degree courses. The Dibrugarh University had accepted the syllabii but the Gauhati University has yet to accord its approval. So a consution of statement still prevailin respect of Plus 2 education of the limited scope provided by the Board though their decision to provide only a few subjects in Higher Secondary Course has worked as an obstacle for the spread on Higher Secondary education and this may be one of the reasons why students are not attracted to the Higher Secondary schools.

BASIC APPROACH TO HIGHER SECONDARY EDUCATION

The basic philosophy of new pattern of education of 10+2+3 as envisage in the Kothari Commission, its diversification which connects 3 salient aspects of educatian vis., (1) to adopt courses that may absorb bulk of student population in the world of work that is vocationalisation (2) to design curriculum pattern and syllabus content so as to make academic streams more qualitative and (3) to make education oriented to life and society, So education at the Plus 2 stage should not be on the traditional single track system with general stream courses aiming at vertical mobility of students for the higher layers of education at graduate and Post-graduate level and vocational courses have been cenceived as terminal courses on the completion of which students are expected to enter the world of work either through jobs or self employment adventures. However, these courses are blind alley but to provide opportunities for higher professional education by switching over to the academic courses also if so desired.

REVIEW OF THE NEW PATTERN OF EDUCATION UNDER THE PRESENT JANATA GOVT.

In order to make an objective assessment of the national policy of education under the new pattern has made education more relevant to the needs of the society and in accord with the national goals set in 6th Year B Plan in eradication of poverty, rural development, removal of unemployment and making education a real instrument of social progress, two committees for review of the curriculum for 10 Year school under Chairmanship of shri Iswarbhai Patel, Vice-Chanceller, Gujrat University and the other for review of Plus 2 education under the Chairmanship of Dr. Malcolm Adheshiah, Vice-Chanceller Madras University, were formed. Reports of both the Committees are out and these are under studies by various agencies for determining the future set up of education.

The Education Minister of India declared in the Rajya Sabha on July 26th last that Govt. has given greater emphasis on content of education than on structure. The content of education is proposed

to be changed considerably to make it more socially useful and productive oriented. He also revealed that 26 states and Union territories have already introduced 10+2+3 structure as recommended by the Education Commission in 1964. The conference of Education Minister considered the matter and was of the view that the structure prevailing in the country did not run counter to the directive principles of the constitution, so long as the directive to provide free education upto 14 years was recognised and accepted. The conference also agreed that the education structure should comprise elementary, secondary stage upto 12 year duration and the under graduate stage of 3 years, however the State Govt. if so desired may adopt 2 years of pass and 3 years of Honours course at the under graduate level. The conference also approved the proposal for Higher Secondary education with stress on vocationlisation. The need to keep, in view the employment opportunities, development of a healthy out look the greater emphasis on skills examining, were also stressed.

The conference also considered and approached the Iswarbhai Patel Committee report on 10 Year school education with certain modifications. It appreciated the suggestion to refuse the mode of subjects and placing prime place for socially useful productive work. As a fore runner in implementing the scheme of Higher Secondary Education, West Bengal which established the Higher Secondary Council in 1975 to administer, supervise and centrol Higher Secondary Education. The Council had initiated measures for introduction of academic and vocational course and the result of the 1st. Examination held by the council for 2 students has been published recently. Several other states particularly in the south, have switched over to the Higher Secondary system and recently Tamilnadu Govt, has opened 900 schools in urban and rural areas. Central Board of Education has already introduced Higher Secondary Courses in academic and vocational subjects all over the country in Classes XI and XII. Thus 12 Year school education have come to stay as a system and it is necessary that one agency be introduced with the administration and control of this important stage with emphais on vocationalisation.

MEASURES TO BE UNDERTAKEN TO GIVE A FINAL SHAPE TO SCHOOL EDUCATION

It is needless to say that there is a real need to evolve a positive policy regarding school education upto 12 Years which has been recognised as the future system of education at the secondary stage in the country. It is regrettable that Assam which was the pioneer in implementing the new 10 Year school education in 1973, could not complete the 12 Year courses under the new pattern. The curriculum of 10 Year schools adopted in the State in 1973 should now be reviewed in the light of the recomendations of the Iswarbhai Committee Report and the following measures should be considered.

(1) Curriculum for 10 Year schools should be broadened so as to include any one of the following physical education sports, scouting and guiding and NCC as compulsory component and detsil syllabus for each should be prepared by the Board, The schools should have option to introduce any one or more according to their resources viz., trained teachers and other requisites as may be laid down by the Board, There should be theoretical and prctical aspects and the practical should be conducted through external examiners on the line.

It is not possible to include these subjects as compulsery examinable subjects, we may consider their inclusion as voluntary in the case of schools where facilities exist where the students are eager to take these. These will need to be recognised by the issue of an internal assessment grade card countersigned by the Board, Further discussion can be made to give it a concrete and workable shapes.

(2) Work—experience already introduced should the renamed as Socially Useful Productive Works and treated as full fledged subject as it is now. New norms for organising of the activities of this group be formulated after consulting the teachers and other education experts on the line. Comprehensive measures for training of teachers from each school be supervised on decentralised basis be srengthened. Necessary literatures on the concept of socially useful productive work and the

Gandhian principle of work oriented education be prepared as held out for teachers and training courses to bring about attitudional changes in the teachers be organised on massive scale.

(3) Social Studies syllabus be reshaped from class V to class X in place of the present arrangement from class VIII to Class X. The present syllabus for Social Studies has been heavy because all the topics have to be concentrated in 3 Years. The suggestion of the Iswarbhai Committee in this respect be accepted in order to make the cantent suitable for the students by spreading the content all through out the stage of lower secondary stage. This will make it an Intrgeated course from Class I to Class X.

(4) The present syllabus on Mathematics and General Science may be examined in the light of the Iswarbhai Committee Report and marginal adjustment be only made by rationalising some topics either by commission or adding new ones. The decision of the Board not to accept the alaternative course, has been found to be right as the Education conference of Ministers recently held also did not favour the alternative courses in Mathematics and Science. This point was put forward in the last COBSE conference at Chandigarh from the side of the Board and the COBSE also took decision on the recommendations of this Board on the lines.

(5) The compulsory elective from the group of subjects prescribed by the Board should be abolished and provision for only optional subjects from the group of subject recommended by the Iswarbhai Committee be accepted. As a result, many of the present subjects now in the list, will not find any place in the optional group. However, provision for special study may be related in the case of the present subjects if this can be arranged on voluntary basis but it should not form part of the Examination course. The total number of subjects for external examination should be limited 7 including Socially useful Productive Work as full fledged subjects as recommended.

(6) Provision for 3 languages be made at the 10 Years school period but the 3rd language should be internally assessed for which Board will lay down the data norms and exercise suppervisory control.

Regarding the selection of the 3rd language, a decision may be taken to decide about the 4th language to be included in the curriculum in the context of the prevailing circumstances of the State and the peculiarity of population composition in different parts including Hills. Govt. concurrence should be obtained for this.

MEASURES NECESSARY ON PLUS 2 EDUCATION

It is a matter of regret that the Adisheshish Committee report on Plus 2 Education has not evoked much discussion in out State amongst the educationist till now. Dr. Malcolm Adishesh the Vice-Chancellor of Madras University who is one of the noted educational expert of UNESCO, has produced a report on Plus 2 education which may be called revolutionary. In the report importanoe of Plus 2 education in the context of national development and the 6th plan objectives laying down the national goals have been highlighted and a very important place accorded to the vocationlisation of education to achieve the goal of education at this stage. The report also emphasises inter disciplinary approach as a result of which right barrier now existing in the selection of elective subjects from Humanities, Science and Commerce will be broken. It has rightly given importance to socially useful productive work and Social Service at Plus 2 stage in the content of 10 year school course. Guidelines for organisation of activities are laid down. Morever it recommend a basic course on Gandhian Philosophy for students pursuing the vocational course, so that their minds and attitudes are broadened and a clear understanding of the economic problem of the State can emerge and appropriation of real socioeconomic condition can develop. There is enough scope for participation in adult literacy programmes at the plus 2 stage, through the Socially useful productive work.

It is learnt that the Adisheshish Committee report will be discussed in depth in the next of COESE to be held in Delhi in the last week of September, 1973. It is a happy news to learn that the Education Minister Dr. P.C. Chaundar is not only inaugurating the conference but also presiding over one of the plannary sessions of the conference. He also inaugurated the last conference of COBSE at Chandigarh and

presided ever one of the plannary sessions when 10 year school education was discussed in the light of Iswarbhai Committee report. This shows the great interest taken by the Education Minister in getting school education taking its place in the country.

What is therefore needed now is to adopt a positive policy regarding education upto Plus 2 education. An important decision required to be taken up the State Govt., is whether to entrust the new and expanding responsibilities in the reshaping of Plus 2 education to the present Secondary Education Board or to create a new agency for this as it is done in a number of states including West Bengal, Karnataka, Madras etc. In case it is entrusted to the present Board of Secondary Education, the Secondary Education Act should be amended so as to provide for more representation to differennt agencies and to involve the teachers organisation at the plus 2 stage.

It is however necessary that the single traditional track in education in plus 2 be replaced by multrack education with vocationalisation as the most important component. The Board if Secondary Education should finalise its own recommendations regarding plus 2 for discussion in the conference and point out the difficulties faced by it, in implementing the new education pattern of plus 2 in the State.

It may be noted here that the Board prepared the new syllabuses in all the major subjects in Humanities, Science and Commerce with the help of educational experts and teachers on the basis of the new 10 Year school, syllabus and keeping in view the requirements of the undergraduate education. It took care to prepare the new syllabus, keeping in view the demand of the society and for improving the qualititative aspect of education at the transitional stage of plus 2. Most of the University faculties have accepted the syllabus as being improved as compared with the present syllabus of Pre-University and Pre-degree courses. Preliminery ground was also covered in preparing draft syllabus for a good number of vocational courses in Agriculture, Animal Husbandary and Diary, commerce and Home Science and para Medical courses. Some of these were retted by the experts from the NCERT also.

It is therefore hoped that after discussion in the GOBSE a final decision about Plus 2 may be taken by the Govt. and the Board should proceed ahead with finalisation of its syllabus in the light of discussion and the recommendations which are expected to be approved by the Central Govt. It is needless to say that external assistance for implementing the vocational courses, will be available through the planning Commission as top most priority is given for preparation of man power and skills for development of rural areas and self-employment.

A few other points that should receive discussion, are in the Ist place the language policy at the Plus 2 stage whether two language or one language at the option of the student with points for and against Secondly whether interdisciplinary approach reconmended by the Adisheshiah Committee should be followed in place of the traditional rigid practice and whether the Univereities which will control the under graduate level, will modify its electives in the under-graduate level.

Other points for discussion in depth are with regard to provision of Socially Useful Productive Work and Social Service as a compulsory component in the Plus 2 curriculum and whether the guidelines recommended by the Adisheshah Committee can be implemented in the State or what difficulties are to be faced in their proper implementation. The conference should be urged to recommend to the Central Govt. to include in its purview of NSS scheme for Plus 2 also. At present Plus 2 is not included under it and all the grant of the Central Govt. are channalised to the Universities through State Govt. for introduction of NSS in the colleges only including P. U. and Pre-degree. Since Socially useful Productive work and Social service will be an enamiable subject, a portion of the Central grant given to the state may be earmarked for Plus 2 education also. Govt. of West Bengal has already provided funds under NSS Higher Secondary Schools under an Advisory Committee of the State. But nothing has been done in Assam. Some other issues relavated in connection with Plue 2 education for which details are to be worked out. Other ideas

in connection with plus 2 are the consideration of semester system with examination at each semester as recommended by the NCERT Examination Reform unit and adoption of grading subjectwise at plus 2 final examination in place of the present numercial system, should also be discussed. The Board may present its views whether it is possible for them to adopt them with preparation and what difficulties are to be faced in its implementation. If the COBSS lays down a well defined policy in the above respects and prepares plans and guidelines for the Boards, some of the hurdles will be overcome. The State Boards will find it easier to adopt as their policy in the light of general overall policy laid down by the COBSE and this will bring about uniformity.

The existing conference of COBSE is of utmost singnificance in acting as a clearing house for some the difficult concepts of plus 2 education. I hope and trust the final recommendation as may come out of the deliberations, will be acted promptly in our state and a positive policy in school education will be adopted by the State Govt. and the Board will take all consequential steps for full implementation of the new policy. This will improve school education in the State to the great advantage of students passing HSLC in the State and making plus 2 education accessible to a large number of students both urban and rural areas. There are many other steps for full implementation such as creating necessary zeal and enthusiasm among the teachers teaching at Plus 2 stage and providing them orientation courses and other facility in the schools and colleges under the Plus 2 stage.

All these will depend upon the policy decisions to reorganise education at Plus 2 by delinling it from University education as recommended by the Kothari Commission and accepted by UGC and the Govt. of India.for as the latest indications suggest.

———

An Outline Programme For International Youth Year 1985

U.N.O. has declared 1985 as International Youth Year. Besides Global Youth programmes, there will be programmes designed at National level. The theme from the year has been declared, as "Peace Development and participation."

Because Scout programme all over the world are based on the same fundamental principles of the same method, Scouts / Guides have a unique opportunity to play a role bringing together, people from different caste creed, culture, languages etc. by spreading universal love.

Our Scouts and Guides should thrive for the following.

(1) To Work for having a badge for International understanding.

(2) To work for extending communication by selecting articles from world and National organisation getting them published in their local languages for information of the public at large.

(3) Work for conservation and Ecology by preventing deterioration of the nature process (to restore balance between man and nature) and to make people aware of the important function of Ecology.

It is Scout duty to promote these concepts to Schools, other youth organisition and adults.

(4) Whenever possible. Scouts should plant trees, beautify their Towns, parks and countryside.

(5) To Organise "clean up" day in their locality and to make all aware of food wastage etc.

(6) To improve camping grounds by planting trees, making parks and by cleaning ponds etc.

(7) To organise exchange of scout troop and holding camp, for short duration, by organising visits to Scout troop of other States to establish more contact and to develop understanding.

(8) To organise exhibition of local and State level on the duties, functions of the International organisations under U.N.O. and create an awareness of the people to their aims and ideals.

(9) To hold service/Integration Camp for development of the community and the training grounds.

(10) To organise a discussion among Youths-Senior Scouts/ Rovers, Rangers and Scouters about the theme of the year and to device practical ways as to concepts of peace. Development and participation can be applied for their own development as well as for the humanity at large. Representative Youth to be selected for National and world organisations to be held in 1985.

(ii) To send a strong team of 250 Scouts/Guides to participate in 10th Jamboree to be held in December 1985. A strong batch of Rover-Ranger should be sent for service at the Jamboree.

District and State Associations should chalk out as rural programme as may be possible out of the above suggestions and inform the State Headquarters by June 1985 last week. The programme for State Association should be drawn by a small committee. Extra financial implication may be worked out and Govt. moved to provide for as a special grant in the Budget for 1985 to the State Association Scouts/ Guides, Assam,

---

Talking Personally

While looking for news items published in paper, it has been found that the educationist and even legislators, voiced grave doubts about the capacity of present day school set up to prepare the students for worth while goal in life. There are no doubt new experiments tried in some states to upgrade the basic cultural values imparted in the schools. A scheme for moral & spiritual instruction for students in schools, discussed long ago, did not find its place. A plan to inculcate human values among children has recently been introduced in some state.

In this context, introduction of Scouting & Guiding. Cubbing, Bulbuling & Red Cross and allied activities as compulsory subjects in school education to achieve the desired goal, comes into prominence.

An important plus point in respect of scouting & guiding, is that all educationists, top administrators and all others concerned with youth development programme admit & accept that scouting is very much relevant today and is capable of delivering the goods.

Mudalior Commission, in its report observes "The Scout and Guide movement has taken deep root in India and the new organisation, the Bharat Scouts & Guides has branches in all the States. Scouting is one of the most effective means for training of character of the qualities necessary for good citizenship. It has the great merit that it appeals to pupils & taps their manifold energies through the various games, activities & skills ; it is possible to lay the foundation of the ideals of social service, good behaviour, respect for elders, loyalty to the State & preparedness to meet any situation." The commission has noted that some states have taken keen interest on it & is of opinion that it should receive the fullest encouragement from the State Govt. & necessary funds should be made for carrying on these activities in schools & camps. It also refers to the need to open Summer camp & Holiday Homes for school students in general. Such

camps help mould character of making pupils self reliant & enabling them to recognise dignity of labour and value of group work and healthy community life. All schools should as far as possible offer an opportunity for groups of children to spend a few days in such camps every year.

(chapthr VIII Mudalior commission report).

It may be stated that if the programme on activities is beneficial & is to be widely accepted, the remedy lies in making it compulsory in school curriculum. A proposal to this effect has been submited to the Board of Secondary Education, Assam for consideration and inclusion in the curriculum. In this respect we may remember the view expressed by Prof. Humayun Kabir, a renowned educationist and a former union Minister. He said that Scouting and Guiding offer excellent opportunities of developing character and initiative. They provide a healthy and useful outlet for the energies of children and make them self-reliant & resourceful.

I therefore commend that the leaders of the movement in the field in different districts and other well-wishers, should give a serious consideration for widening the movement to more & more rural schools. The Education department should provide facilities to the Scoutmasters & Guide Captains for this work & reimburse the expenses to an extent incurred by the schools, so that themovement should reach reach the farthest corners of the State. The Secondary Education Board also should help moulding the character of children through this movement, by making it compulsory school curriculum. From long time view this will remedy the present problem of malpractices & corruption in the education system. If moral and spiritual force becomes a pan of life through development of good behaviour & character, it will help realising our goal in life in society.

— — —

Scouting as alternative to socially useful productive work (SUPW.)

Scouting is an approved type of character training and a preparation for good citizenship, designed for the benefit of young boys and girls. Ever since its introduction about 70 years ago in India, it is considered as supplement to our education in the schools. It has spread throughout the world because of its intrinsic due for training our young boys in their most impressionable and formative stage.

The Founder of the Scout Movement Lord Baden Powell in his admirable book "Aids to Scouts Mastership" speak of scouting as a game for boys, under the leadership of boys, in which elder brothers can give younger brothers, a healthy environment and encourage them to healthy activities, such as well developed citizenship. Dean James, E. Russel of the Teachers' College, Columbia University, New York, describes the programme of boy scouts as Man's job cut down to the size of the boy. It appeals to the boy not merely because he is a boy but because, he is a man in the making. He points out that programme of the scouting does not ask of the boy anything, that man does not do. Step by step does scouting take him from the place where he now is, until he reaches the place where he would be.

He also says that it is not the curriculum but the method which is important. It emphasises a systematic scheme of leading boys to do right thing and to inculcate right habit. He also teaches the boys to work together in teams and common ends.

It is an excellent supplement to formal education. Between school education and scouting. they ensure the development of the

individual boy into what we like him to grow into a good man and a good citizen.

Thus the aim of scouting is fourfold ;—formation of character, formation of sound health, habits, training in handicraft and acquiring of useful skill and cultivation of proper spirit of service and to train them to render service efficiently to others in all circumstances.

From the brief review above, we may conclude that scouting deserves to be included under the scheme of SUPW now introduced in the schools as compulsory under 10 year school curriculum.

In this connection. we may briefly recollect in historical perspective leading to introduction of what is now called SUPW. For more than a century, the perennial criticism of the system of education in India has been that it is isolated from community life and world of work. Aim of education at all times and in all countries has been to prepare our young generation for good citizenship which implies active loyalty to the community and subordination of ones self to the service of fellowman. Consequently the emphasis on Education during the post independence period, has been from exclusive bookish education to a broader concept of man making education. Qualitative reform of education was first conceived by Mahatma Gandhi in his scheme of Basic Education and later Multipurpose Education was recommended by the Mudaliar Committee. Subsequently work experience was recommended by the kothari committee. The concept of work experience has been broadened into socially useful prodution work (SUPW) under the Iswarbhai Committee Report for 10 years schooling. The report re-affirmed the Gandhian principle by insisting that the concept of SUPW is the first step giving right direction to the present system of education. Therefore it recommended SUPW to occupy a central place in the school curriculum. SUPW according to it should be education through work which was the Basis af Gandhian philosophy of Basic Education.

The Adiseshiah Committee which was also appointed along with the Iswarbhai PatelCommittee for reviewing wing the curriculum for the

higher secondary stage recommended that general education specterm of higher secondary curriculum is for the formation of person and personaly through learning round language combination of starting phase of physical science and human science. It further observed concept and objective of SUPW as defined by the Iswarbhai Patel Committee for the curriculum of 10 year school, be continued at the higher secondary stage with minor modification. The recommendations of both the committees have been accepted by the Conference of Boards of Secondary Education of India. The Secondary Education Board, Assam which introduced the new curriculum of 10 year schooling in 1973 also introduced work experience as an examination subject in the H. S. L. C. examination and the schools are entrusted to implement it under the guide lines prepared by the Board. It is therefore necessary that the Board should now convert work experience to SUPW with further guide lines and frame details for its implementation with proper norms with the aims and objectives of SUPW. The objectives of such a programme as envisaged by Iswarbhai Patel Committee are the following :—

1. To prepare pupils to practise and perform manual work individually and collectively.
2. To ecquaint children with the world of work and services to the community and develop in them respect for manual labour.
3. To develop a desire to be useful member of society and contribute their best to common good.
4. To include positive attitude of team work socially desirable values like self reliance, dignity of labour, tolerence, co-operation, sympathy and helpfulness.
5. To help understanding the principles involved in various forms of work and
6. To lead children to participate increasingly in productive work as they proceed from one stage of education to another, thereby enable them of earn while they learn.

In order to orient the on going programme of work experience it is necessary to—

1. Enrich the programme by including a wide variety of activities that are relevant to the needs of the community. The activities may relate to food, shelter, clothing, health, hygiene, recreation and cultural activities, community work and social service.
2. adopt problem solving approach and ensure students' involvement in planning and execution and
3. Identify related knowledge and develop work project to the well-being of the community.

From the above discussion it will be clear that activitics included under the programme of Scouting satisfy all the criteria for SUPU. Aims, objects, methods and fundamentals of scouting do not differ from the aims objectives of SUPW. In the first place scouting provides for healthy creative activities beneficial for the societly and encourage the child to build up a healthy body, alert mind, development of skills required for rendering scrvices in different capacity and a spirit of service, developed through carrying into daily life of practices of religion by 'Good Turns' dealing with small action as well as the community service, accidents and life saving. The Scout law and promise is a code of conduct serving as becon light that guide the scout into his daily life. It teaches him what he may do and what he may not. Petrol method of Administration of troop, is the key note of scouting. It trains boys in responsibility and leadership. This makes him worthy of trust we place in them. It teaches them to team work and to develop confidence in them.

From the list of suggested activities to be introduced under SUPW in different areas in can be found that many of the subjects included under proficiency badges under scouting, find place in them. Thare is provision more than 100 types of activities prescribed under proficiency badges for a scout who has attained second class standard. Following are relevant—basket worker, bee master, carpenter, chemist, cook cyclist, dairyman, electrician, farmer, forester, book binder, gardener, handyman, hospitalman, journalist, mason, motor mechanic, musician photographer, poultry farmer, public health man, rural worker, spinner,

surveyor, weaver, wireless man, rural Engineer etc. Every subject has a well defined syllabus with details. If a student works through to earn these badges according to his interest he will satisfy the criteria for SUPU. Scouting should therefore be considered as relevant for inclusion under the SUPW in the School curriculum.

The general training of scouting up to second class also gives him useful training for citizenship and character building.

It is possible to work out a scheme under scouting where scouting may be included as alternative to SUPW in the curriculum. Such a programme will include minimum pragramme of 2nd class tests with 2 profiency badges for a pass. Cumulative records of training through a continuous process of cubing/scouting may be arranged from class V of the H.S. Classes through a progessive curriculum on scouting. qualification beyond the minimum lst class tests and Presidents scouts can be prescribed for higher qualification of better grades. Provision for more proficiency badges may also be included.

As regards evaluation of SUPW, it is suggested that internal assessent through cumulative records could be prescribed. Teachers may be trained in internal assessment. The grading should be on a 7 point grade. The grade of the student that ultimately transmitted to the Board the schools would be based on cumulative effect to teachers' Assessment for a period of time. This new concept of evaluation has suggested for SUPW breaks a new ground. It may be said in this respect. when I was the Chairman of the Board, detail guidelines were laid down for evaluation of work experience in school. It was laid down that continuous assessment of work ex-pericnce activities by the teachers, should be insisted under overall supervision of the Head of schools. It should be a cooperative process under which every teacher not only cooperate for organising the work experience programme but also for evaluation. The Board ultimately converts the grades to numerical marks and includes it for purpose of final assessment, of the student. It is necessary now to give a fresh look to the whole matter when the concept of work experience has been expanded into SUPW. Under a new programme SUPW should be assessed under 7

point grade under continuous internal assessment by the schools and the grades should be incorporated in the certificate issued by the Board. The present practice of conversion into marks and included for determination of division under total marks should be done away with, as the present practice has led to mal-practices in many schools and the scheme of work experience has deteriorated into mechanical process in many schools. The high hopes entertained at the time of introduction has been difficult of attainment due to Board's slackness for not divising continuous training programme of teachers for the internal assessment and organisation works.

The Board should therefore orient the Programme as recommended under the Iswarbhai Committee report and prepare new guide lines and activities and training of teachers for it. Ultimately education of 10 year schooling will be judged by the way these worthwhile changes are introduced and qualitative improvement can be secured in the curricular subjects.

Scouting in its continuous process of training already provides for continuous progressive training for which cumulative cards with details exist and the teachers are also trained for the work in Bharat Scouts & Guides Organisation. There will be no difficulty in adjusttng the training of scouting to the guidelines of SUPW once the Board recognises scouting as an alternative to SUPW. Students where scouting exists under trained teachers may be included for the SUPW and the assessment made at different stages over a period under 7 point scale can be suitably planned, provided SUPW under the grading is decided by the Board.

It is hoped that the Board of Secondary Education will review the present programme of work experience and move forward to introduction of SUPW under a grading system to be used for certification and not include in the total marks by converting the grade into marks for determination of division of students. The necessary adjustment of the curricular subjects may be made as a result of SUPW being included as grade for use in certificate separately.

The Bharat Scouts & Guides is prepared to extend its co-operation

for organising the training and evaluation with internal assessment if the Education Board decides to recognise scouting as alternative to SUPW in the 10 year school curriculum.

The SUPW has been recommended under the 2 years Higher Secondary Education under the General stream and as such the Board should provide for SUPW under 2 year Higher Secondary curriculum as envisaged under the Adiseshiah report. The reorganisation of plus 2 under Higher Secondary Education could not be undertaken during my time though ground work was prepared by preparing new syllabus for subjects under Humanities, Science and Commerce. Syllabus for a number of Vocational subjects was also prepared but since then no progress seems to have made for reorganisation of Higher Secondary Education in the State. Inspite of expansion by converting new schools, the same old system exists aud no major steps have been undertaken for its organisation as envisaged in the Adiseshiah report.

So far as Scouting is concerned, it is possible to include Rovering at this stage as an alternative to SUPW at plus 2 stage. The details will however to be worked out when the Board decides to include SUPW as compulsory element in the Higher Secondary curriculum.

It is hoped that the above points will evoke discussion among Educationists and the Board will be pleased to give utmost consideration for adoption of a forward policy regarding Education upto 12 year class.

Scouting Fulfills All the Educational Objects

When after a long time a new educational policy was declared on the basis of discussion on the report of the education commission the following objectives of the new education were laid stress. The course of study from the primary to the University levels should emphasise (a) the fundamental value of self-reliance, self-confidence & dignity of labour, (b) spirit of nationalism & social responsibility thus involving students & teachers in a meaningful programme of community service & (c) inculcation of ethical & moral values & proper understanding of the essential unity of all religions.

As a result, along with curricular changes in the school education work experience was included as an integral part of school education. Later this idea was broade ned to socially useful productive work, which will be not only compulsory part in the school curriculam but the most important part of it.

This new education known as 10+2+3 has been implemented in different states.

It is needless to say that scouting can contribute to the fulfilment of the aims & objects of the new educational policy in giving a new dimension to the concept of education. The scout movement which is based on character & intelligence, handicraft & skill, health & service & services for others & citizenship, can help us in fulfilling these as scout movement lays down a systematic course of training for our young boys & girls from the primary stage to the college level under Cubing, Scouting & Rovering. Unfortunately it has not caught the imagination of our leaders so far.

Under character, scouting emphasises development of such qualities as discipline, sense of honour, self reliance resourcefulness

enjoyment of life through natures love & development of spiritual outlook as reverence & doing services to others.

Under health & strength it emphasises development of sound health habit's becoming fit through organised games, physical exercise, out of door activities through camp life.

Under handicraft and skill, it emphasises development of skill through pioneering activities, proficiency badges, observation, self expression & hobby to career.

The whole object of scouting is to seize the boys character in its early stage of enthusiasm & to weild it in the right shape & to encourage and develop its individuality so that the boy may educate himself & become a good man & a valuable citizen of the country.

By so doing, we may hope to take a useful part in bringing strength both moral & physical to the nation.

But in developing national aspiration scout movement reminds us to remember that Scout movement emphasises the world brotherhood & thus harmonise nation with the world.

Let us expect for the spread and the success of this movement to mould the character of the younger generation for service to the country.

Back ground of Rover Scouting as a further continuation of Scouting for young man above 17 years.

Scouting in its comprehensive form includes Cubbing, Scouting & Rovering in a continuous form of training from childhood and adolescence to manhood. The idea of scouting at all stages is the training in citizenship & character, which means training in habits of observation, obedience and self reliance. No one will deny that every men will benefit from a continuous training in the above quality in life. An educated man is defined as one who has the ability to observe, comprehend & analyse. Training the boys in habits is most important since these qualities will become ingrained and become the second nature in them, only through regular training. For this considerable amount of practice is necessary to acquire these habits.

Much of the trainig is imparted through Cubbing & Scouting and yet the Rover Scouting requires these qualities of higher order, so that this may be put into actual practice of service to community. Stage of Cubbing is upto 11 yrs. & Scouting covers the age group 16 yrs. From 17 years one becomes a Rover and continues the training. At this stage a boy passes from the receiving stage to the giving stage, and becomes fit for rendering services to others by what he has gained from the early stage. Thus Rovering in the culmination of the training in seouting and has wider implications as World Brotherhood is strengthened through giving what is acquired through long training in Cubbing & Scouting. Like Cubs & Scouts the Rovers have to take the promise and observe the scout law which is the foundation of the scout movement. But, for Rovering the promise & the law have deeper & meaningful significance & spiritul development is the basis of the law & the promise of scouting. The Law & promise must guide activities of the Rover in his conduct of life.

Lord Baden Powell foundrr of the Scout movement thought of Rovering when he found that after Scouting is completed, the boys would like to continue the training and to do service for the people. So the senior scouts in the form of Rovering was considered necessary. In his book "Rovering to success" he defined Rovering as follows "by Rovering I do not mean aimless wandering. I mean finding a very pleasant path with a definite object in view & having an idea of the difficulties & danger you are likely to meet."

Thus Rovers are prepared to steer the journey of life by himself without the help of a pilot. He has to overcome difficulties, and temptations which the chief scout mention as obstacles that assail any man in his onward journey of life. There is pleasant path which lead to a definite object and it is as necessary for him to be definite as to the aims of the works,

Rrver scouting covers the period during which the young is "finding himself" in developing his character and his powers of training & endeavouring to put into practice in a wider world the principles of his scout law & thereby demonstrating to the wider world the value & the strength of scout training & thus acting as a scout ambassador amongst those with whom he comes into contact in his work & play.

In modarn times there are many organisations who do social service and hence rendering service is not the monopoly of scout organisation alone. Yet one must admit that the method and technique through which the Rovers are to render service to the community are something unique. There is insistance on development of basic qualities of observation, obedience & self reliance. Every Rover has to specialise in some activity or other in some form of service, in some hobby & job and handicraft, so that he does not become a burden to society & can find a way for himself. Truthfulness for others is enjoined on every scout from the early stage and is exercised through good turns & service. This spirit should also guide the Rovers in actual practice of work to others.

Rovering like scouting is a preparation for life. Rover training is carried on and developed, so that he will be able to take his place in

the world and to set an example there to others. His training in citizenship is concerned with the whole scout order of life. He is trained to take responsibility. During the World Jamboree the Rovers rendered very valuable services in organization of all the activities of the Jamboree and this had attracted the world to the usefulness of the Rover scouts.

Rovers can now play their part in all large congregations & other public functions through their disciplined method of work. They can also play as trainers in Cubbing & Scouting thereby, helping the scout masters in their work. The World brotherhood of Scout cnn only be promoted if all the branches of scouting work in a co-ordinated way to achieve the primary purpose of self development & service to others.

Let the adult leaders who are incharge of the Rover crews newly formed in some of the colleges remember that their primary duty is to encourage and lead and help self training in the Scout crafts.

Rovers must carry forward the standard of proficiency badges and should specialise in some form of handicraft which they like, so that, if need be, they may fall back on them in times of adversity as means as of self employment. They must establish themsolves in life & find pleasure more in giving rather than expecting from others. The spirit of selfless service and clean life, should be the motto.

Inspite of multifarious claiments that whatever service is offered now by different organisation, Rover scounting occupy a unique position in a world of conflicting interest as it endeavours to find a pleasant path with a definite objective in the journey of life for the young man.

Every young man who has begun his journey of life, may therefore find valuable experience and help by studying the book "Rovering to success" written by Loard Baden Powell which, describes vividly the experienees of one, who led a successful life and who was motivated by the service to the people. The book will remain as the Bible to every young man who have accepted Rover Scouting as a

way of life. I therefore urge that every College should start Rover Crew from the willing young men and provide the training in scouting. The Bharat Scouts & Guides Assam, is embarking on a plan for widening the scope of Rovering not only among those who completed the boy scout training but also to the new entrants and to provide the preliminary training as a first step to complete the Rover scouting to success.

Training the Adult Leader will be undertaken and it is hoped, willing teachers of colleges will come forward to avail of the opportunity. Trainnd Rover scouts will be assets to the Colleges & help better and efficient services in the N. S. S. camps also.

The Rover crew should undertake all the activities enjoined by Scouting for development of Physical, mental and spiritual development. The hikes. camping and other outdoor artivities are part of Rover training and they should be taking advantage of profusely.

Following significant lines from "Rovering to success" of the founder should be guide lines for the Rovers.

"In looking wide we carry our ideal of chivalry ; in looking high we set the highest ideal we know in front of us and as we endeavour wholeheartedly to climb as near that ideal as possible, the ascending track will gradully be made clear to us."

Forgetting thus which are behind & reaching forth into these things are before. I press towards the mark. In selecting ones line and picking it up as you climb, is what gives rock and mountain climbing, a never ending variety and interest & helps one to be successful or merely to be a moderate climber according as you become good at observation.

Thus there is the moral effects of learing to face a difficulty even when it looks like an impossibility with calm determination & good cheers. You thus get to face the difficulties of life in the same spirit and by sticking to it and trying at different ways round or over the obstacle you get there in the end.

Lastly there is your soul.........Climb in company, but when you reach the glorious summit, with its vast unearthlike outlook sit down alone apart and think. And as you think. drink in the wonderful inspiration of it all.

When you come down to earth again, you will find yourself as another man in body and spirit.

Scouting-its Role in National Integration

Since Independence of the country, National Integration has been the most important topic of discussion. Successive Govt. have made efforts to achieve it through various means. India is proud of its unity in diversity since its hory past. At different periods of history of its civilization there has been fusion of different cultures leading to a broadbased composite culture. It is therefore necessary that this concept of unity in the midst of diversity in religion. language and culture should be implanted in the young minds, so that they grow as right citizen to mould the country in future and realise the interdependence with one another and carry the same idea to the International brotherhood of all men in the globe. Late Dr. S. Radha Krishnan, made the following remark—"A nation is not juxtaposition of individuals, it is a society based on communion of minds a union of hearts". Our former Prime Minister Jawharlal Nahru has also observed, since the days of civilization, some kind of unity inspires the mind of India, a unity conceived not in imposition of uniformity or standardisation but in tolerance of belief, habits

and customs and every variety being and only acknowledged but also encouraged.

Mahatma Gandhi the father of the nation, worked and lived for peace, harmony and reconciliation and he laid down his precious life for the vindication of this ideal. The core of his teaching has relevance for all times and peoples, because it transcends time and space. If India is to survive as a strong and united nation, his message of peace and communal harmony, must be followed and faithfully observed insociety. Gandhiji regarded himself as a citizen of the world as well as of India. He was both a nationalist and internationalist.

In the above context of Indian national Integration we may consider the role of Scouting and how it is relevant and valid. The spirit of the great Scout aud Guide movement surmounts all racial, linguistic and territorial barriers and bring together in comradeship and brotherhood all young people of whatever race, or language they may belong to and teaches them to live in amity and harmony. It has developed into a world movement and has given the youth a sense of universal brotherhood.

It's promise and law of the movement, not only promote patriotism but also love of every person as a brother. Every Scout and Guide is taught the art of social life in a way to promote cooperation ond cordiality and escew confrontation and conflict. In this sense Scouting strives for national integration It provides a forum where young people acquire and assimilate qualities which are conducive to co-existance, harmony, and concord among people of diverse religion, language and culture. Universal prayer in the begining of any Scout function, provides spititual and moral foundation. The fourth law of scouting, exhorts every scout to be friend of every person, no matter what country, religion, race or language group he may belong to. Thus tolerance is inculcated in mind of the young boys and girls. The scheme of education founded on the patrol system insists on group work and group thinking though the members of the group may belong to different sections. The "All faiths" prayer make the

scouts and guides, imbibe the spirit of respect for all religions and eliminates all religious antagonism. The scheme of proficiency badges also promote tolerance and respect for other religion and lan, guage and culture. The brotherhood badge. citizenship badge, good neighbours badge, lays down a scheme of education which makes a scout Guide, a truly universal citizen in harmony with his neighbours. The Scout/Guide is required to acquire a knowledge of geography, history, language, custom and habits of the people other than his own state. Thus he is taught to respect and appreciate the intrinsic value and worth of all the languages, customs, religion and cultures of others. They are also encouraged to learn and sing the folk songs of other states with their fellow Scouts and Guides and dance together.

The integrated system of Scout and Guide skills and crafts, leads to national integration. National Jamboree held periodically with Scouts and Guides from different States and regions not only bring about unity in the midst of diversity but afford opportunity to make friends and appreciate the richness of culture and tradition of each region and of the country as a whole. Similarly regional Jamboree also achieve and foster unity in diversity amongst different culture and religious groups. The Boy Scout International Conference in 1957 while reaffirming its faith in the fundamental principles of scouting as founded by the former chief scout of the world, the late Lord Baden Powell of Gillwel laid down the following as the main guide line of Scouting.

1. Duty to God—This through individual and group prayer.

2. Loyalty to one's own countryemphasising duties rather than right.

3. Faith in world friendship and brotherhood through spread of international goodwill.

4. Accepting freely and undertaking and practising the ideals so forth in the Scout law and promise.

5, Independence of political influence programme based on low

term welfare of boys and girls and on dictates of Government in achieving a particular purpose.

6. Voluntry membership-membership not imposed.

7. Unique system of training based on patrol system, activities in the open air and learning by doing Democratic training where the Society and Guides do their duties of their free will and ready to sacrifice.

8. Service to other—Service without any return.

The above 8 point charter laid down by the founder, is universally applicable and valid for all time and for all regions. Faithfully practised and observed it will achieve national Integration.

It is heartening to note that the National Government has revived the national integration council. It is also heartening that positive and constructive effort is made to provide for holding National Integration camps for children of different regions of India. The contribution of scout camp for National Integration has immense potentiality at the impressionable age. At such camps the Scouts and Guides of various parts of India are given opportunities to project their respective arts and cultures so as to enable others to understand and appreciate them. The songs and dances of different parts are a great inspiration and promote emotional integration. The Cultural programme which are indispensable feature in Scout Ralies, Camp fire constitute another positive step for promotion of national integration. Scouts and Guides are taught from the day of their initiation, that all are brothers and sisters no matter what relgion, race or cast one belongs. They are taught also to do a good turn every day and do service to others, however simple, without expecting any return. The law and promise are to be actually practised in their daily life. A systematic course of training for inculcation of the qualities, physical, mental and moral provides for the growth of balanced personalities—the aim being to produce good citizen for the service of the country.

It is therefor suggested that holding of National Integration Camps in different regions should be encouraged under the banner

of the Bharat Scouts and Guides organisation. Bharat Scouts and Guides Assam can undertake to hold camps for the benefit of the young boys and girls of the North Eastern Region and other Eastern states provided Govt. grant be-available.

Assam Branch has now a Central training ground at Chamata-pathar (Sonapur) Kamrup District, which can be the venue for such a training. It is therefore the duty of every patriotic Indian to strengthen and support Bharat Scouts and Guides activities for the welfare of the Nation.

Rover Scouting

Rover Scouting is a part of the wider Scout movement, embracing the age group from 18 to 35 to develop good citizenship among youth. It is a continuation of the Cubbing and Scouting culminating in service for the country, through all the training received from the younger stage, Thus without Rovering Scout movement cannot be complete. As a matter of fact, the purpose of training through Cubbing with its motto "to do our best" & with Scouting with its motto "Be prepared" is to prepare for actual service to the society becoming a Rover with its motto as service

Bharat Scouts & Guldes, Assam recently organised a training camp for Rover/Ranger training and 29 Rover/Ranger leaders took the training & enlarged the Scout brotherhood of Assam and the World. They have accepted voluntarily to join the movement and taken a vow to organise Rover Crew in their colleges on return, among the youths,

There are different stages of Rover training viz. Rover aspirant, Rover in training and Rover in service. A young man of 18 years can

become a Rover aspirant provided he believes in Scouting and undertake to train himself in Tenderfoot skills even he is not a Scout. He will be formally invested by a Rover Scout leader when he satisfies him that he has acquired the tenderfoot skills. He is then formally invested as a Rover Scout.

There is provision for progressive training in Rover Scouting, The following badges can be acquired by the Rover Scout.

1. President Rover Award.
2, The Ramblers Badge.
3. The World friendship badge.
4. The Civil defence badge.
6. Soil conservation badge.
6. The World conservation badge.

The test prescribed for the above badges are indicated in A.P R.O. part II.

After completing the training a Rover will move to service stage. By entering into the service stage at the age of 25 a Rover will set his example before other members of the crew. But the greatest service which a Rover can do to the community, is to establish himself in life so that he is not a burden on society.

A Rover can render service to the movement by helping Packs & Scout troops by acting as instructons to various craft & skills and acting as helper in camps Jamboree etc. service to the community in whatever manner service is needed.

Thus Scout movement is one of the finest youth movement tn the country. By becoming a member of the Scout brotherhood he becomes a member of world brotherhood of scouts.

Let us hope that the newly formed Rover crew in different colleges, the advantage of the progressive training and prepare themselves for service, The pricipals may extend Rover leaders to organise the crew and solve their problems by providing financial help required by them from their college funds when required.

It is also hoped that they will enourage the Rovers to join national programmes like Trekking, Hiking, Rover meet when organised by National Head quarters from time to time. But for that they will have to acquire proficiency in Rovers Scouting that progressive training prescribed under the Rules.

Role of Scouting and Guiding in Moulding character & Training in Citizenship

Scouting and Guiding is one of the finest youth movement of international implication and as such it should be encouraged and made popular among young adolescents of our country in order to prepare them for the world as an alert citizen, with honesty moral fibre and strength of mind. There is a spiritual element in the movement and once the young hopefuls can catch it, they will grow as a desirable human being worthy of this country with faith in our ancient heritage and culture.

Education to-day suffers from three major defects :—pre-ocupation with space outside the skull leading to the neglect to God within man, purposeless curricula laying stress on memorisation of facts and figures and rote memory and neglect of world culture. Scout and Guide better understood will remove the above defects. In the word of the founder Lord Baden Powell, Scouting is based on "the principle that the bays ideas are studied and he is encouraged to educate himself instead of being instructed. The Scout master gives to the boy the ambition and desire to learn for himself by suggesting to him activities which attract him and which he persues till he by exprience does them right."

Thus education by himself by gaining experience is the key-note and mould the character of the boys and girls. This self-study is now encouraged by the UNESCO also. The activities like games and other physical activities are part of scouting but the spirit in which the activities we carried on is more important in the process of training than the actual work of achievement. The young boys are provided with opportunities for undertaking responsibility and developing himself through knowledge and skills necessary to carry out. Thus the boy gets a chance to develop himself in to a man strong in character, healthy in body and alert in mind with an attitude of helpfulness

towards others. It inculcates deep respect in God and nature and wants him to realise the fatherhood of God and brotherhood of man.

Training in citizenship through Scouting is based on four basic principles—the most important of the four is the development of character. A nation always depends on man of character for its achievement and progress. For this purpose Scout Law end promise are kept as ideals before the boy. It is through the practice of it, that character is built up. The Scout Law and promise sign and salute are the same all over the world reminding him that they belong to the same world brotherhood.

A well built health body is essential for carrying out the responsibilities of a good citizen. It is therefore necessary that the boy should be taught how to keep himself physically fit. For this outdoor activities such as outdoor games, cross country hike, and camps camping are means to learn to be healthy and fit.

The work done during leisure hours indicate the type of character one possesses and it is therefore essential to teach the boy how to use the leisure time usefully. The Merit of the scheme in Scouting, provides him the opportunities for learning diffeculties of useful skills for which there are the proficency badges with syllabus to his aptitude and interest. They include hobbies, arts. crafts and skills and essential agricultural activities.

The fourth is the realisation of his duty towards others. Lord Baden Powell, the founder of the movement, introduded 'Good turn as a daily duty for every scout.

The Scout law and promise reminds him of his daily good turns. Thus training in character, health, skills and service to others are the four cornerstones on which programme and activities of scouting are based. As a scoutmaster it should be his duty to see through the programme he plans with the boys, fits in with these principles.

Aims and objectives shall be to promote and inculcate reverence to God and selfless service to motherland and mankind. It is only by revitalising the spiritual springs in the heart of man through reverence to God and selfless service to mankind that a real and lasting transformation can take place. For this, there must be an

atmosphere of peace and love and mutual help must prevail. This can be done through education which can promote this real virtues through a programme of activities like the one suggested by Scouting and Guiding.

Thus Scouting and Guiding as an educational process can rebuild proper man provided progressive training from the early childhood to adolesence is arranged through cubbing scouting and rovering. As such all educationists should lend their support to the spread of the movement in our country, so that essential training for proper citizenship can be imparted through this most important youth movement of the world.

Foundation day of Bharat Scouts and Guides, India

(An Analysis of the fundamental concepts and principle of movement and the concepts and principles of Indian philosophy, culture and heritage.)

Bharat Scouts and Guides Organisation in India, was founded on 7th November, 1950 by amalgamation of original boy scout movement of Lord Baden Powell, Hindusthan scout Movement under Pandit Madan Mohan Malavya and Girls Guide Movement and registered under the Indian society's Act 1860 under the style and name of "The Bharat Scouts and Guides" with its head quarters at New Delhi, 16, Mahatma Gandhi Marg, Indra-prastha Estate, New Delhi, Pin-110002. The movement has become Indian with allegiance to the National Flag of India. By keeping the fundamentals intact, the movement has adopted changes in its programme part with Indian names and badges and norms of different section in 1982.

The original movement as founded by Lord Baden Powell in 1907 in England under the name of Boy Scouts, was a civil movement when Lord Baden Powell conceived it out of his varied and long experience in military life with a view to train the youths by imparting useful training for service to the people of his country. The movement had to be widened by making provision for girls training also under Girls Guide. When the Girls come forward for such training, he put this section under the charge of his wife. Later, he provided another section to cater to the needs of the boys and girls for age group of 6 years to 10 years under Cubs and Bulbulls. Finally, a section under Rover and Ranger was opened for children after 16 years to 25 years which was meant for real service to the community. Thus the scout movement became an integrated movement for training of children through different stages of development with programmes suited to each section both boys and girls.

The movement widely spread to European countries and America and became a world movement. Lord Baden Powell prepared books and materials for training in each stage by writing on "Boys Scouting', "Wolf Cub and Rovering to success' for a balanced personality. He also wrote guides to the scout masters training for the adult teachers. The programme under scouting can be therefore called supplementary education, providing for the gaps, informal education in order to prepare our children. The movement came to India when it was introduced in a few Anglo-Indian Schools. Our nationalist like Madan Mohan Malavya, saw the good in the movement and started Hindusthan Scouting with a few enthusiastic Indian leaders as they had objected to the Boys Scout movement because of paying allegiance to the king and the Flag of Great Britain.

After amalgamation on 7th November, 1950 as referred to the movement had become—Indian with allegiance to the Indian National Flag. In consistent with the fundamental principles of scouting as contained in Promise and Law there has been changes the contents in its programmes in the light of development. So necessary changes by incorporation of Indian names to the different sections and for

different badges new activities have been included in the programmes to meet the challenges of modern India. As a result scouting is now not simply a movement to develop some skills and to train them in knotting but to train to use of the skills for social work under the different programmes of reconstruction. Thus community service, sanitation, protection of wild life, prevention of pollution and many other things are included in the scout programme. Scouting has now 4 pillars, character, Health, Handicraft and service. The balanced personality as a real citizen can develop when attention of all the above is paid. The aim is to give self-confidence and an useful for national integration and to work for brotherhood of man and fatherhood of God.

With the background, we may find aliveness with Indian views and thoughts and philosophy as follows.

1) Belief and faith in God or Dharma has been the crux of Indian philosophy and heritage. It is also universally recognised by all religions of the world. In the scout movement, spiritual base is given by making provision to take an oath as prescribed.

2) Programme of Action, all faiths and religions have two parts. First part lays the fundamental principles which are of universal truth, the second part actual practice under Action. Scouting programme also lays certain emphasis on action by practising laws in life by involving in duties for welfare of the people and to develop love principles in them to justify the remarks "Once a scout, always a scouts." Further it believes in international peace Lord Baden Powell was thinking of such a peace even before the concept of league of Nations or U. N. O. developed. So during his life time, to prepare mind of the youths and to develop understanding and friendship in them, the conceived of a large gathering under the name of world Jamboree. Scouting movement as a youth movement in India has come up in age with intrafactual facilities with practical training camps under the National Head-quarters at Panchmarhi and in M. P. where the youths can gather to receive advance training to develop their understanding for co-operative works. Further National Head-

quarters has sponsored every year large number of programmes where our scout / Guides and Rovers / Rangers can attend to demonstrate their skill adventure.

But it is a sad and sorry affair to note that Assam has not been able to march forward as the other states have done. Against 3 lakhs of member in India, Assam has about 6 or 7 thousands only. Many of the state showed—fantastic number of growth in the movement. Hence case of this state of affairs require deep study and analysis. Unless dynamic steps are adopted to draw result come forward like service holders, industrialists and social workers. We cannot inspire the movement to go forward. Further apathy of our teachers has to be broken so that more teachers can be trained to enrol students in the movement. We must keep close relation with National Head-quarters and promote our activities with their help.

Let us hope that conscious citizens will realise the potentialities of this movement for preparation ot real,man and come forward to help by providing funds, service and help.

— – —

A few thoughts on Scouting

Dr. Laszio Nagy, Secretary geneal World Scouts Bureau, while giving the keynote address at the Asia Pacific Staff Management conference in Manila, Philipines from 17th to 23rd April, 1982, discussed the World of Scouting today. He said that Scouting is basically a voluntary organisation at all levels, the professionals are to help volunteers in their work. It is necessary that out programme reflects the social needs and aspirations of the country as also is meaningful and attractive to the boys, who again are volunteers. Assisting the updating of the Boys programme, has to be our constant care. Talking about finances he observed, we never had enough money—all the same we go in effectively. Better fund raising-

technique has to be tried. He said that inspite of set back to scouting in some countries of the rigion due to involvement in internal and external troubles there is good progress. 75th anniversary of scouting coinciding with the 125th Anniversary of the birth of the founder, is very important milestone to be fully utilised for creating a better world of tomorrow. Our National Chief Commissioner, Scouts Shri Laxman Sing attended it for India.

Though the founder introduced scouting only for the adolescents first, it has not only spread to other countries but also to all sections viz boys below 12 years of age as cubs as also, boys above 17 years as. Rovers and to girls of all age groups under Bulbul, Guides & Rangers. Thus it became full-fledged youth programme, embracing childhood, adolescents & youth for moral and citizenship training. Today its importance and role is being increasingly realised by the educationists all over the world. Lord Baden Powell's remark that a Scout is a brother to every other Scout, holds a promise for better understanding goodwill in the World. During the lst and 2nd World war, there was criticism of scouting. It was doubted how a Scout is a brother to every other Scouts when they have to face each other in opposing armies. There can be no simple answer to this question of devided loyalties but a general agreement can be that a Scouts first duty is to God and his second duty to his country. B. P. was a loyalist and those who started scouting in other countries are also loyal to their country. All should regard their national obligation as over-riding. One of the outcome of the war was the proof of the wisdom and success of this basic method of Scouting—the patrol system. About it B. P. said I always considered the patrol as the most important body in the Scout movement, but since the war it has shown more than ever, that it is the unit that can be relied upon to do its duty well. I want you patrol leaders to go on and train your patrols in future, entirely yourselves, because it is possible for you to get hold of each boy in your patrol and make a good fellow of him. It is no use having one or two brillient boys and the rest no good at all. You should try to make them all fairly good. The most

important step to this, is your own example because what you do also. We should organise & strengthen scouting on this basis in our state. Hence Patrol Leaders training is organised in district level.

Baden Powell gave up army life in May 1910 to devote himself exclusively for the boys scouts. He rendered selfless services for the next 30 years until his death. King Adward the VII knightted him in Oct. 1909 and advised him to devote to scouting. In August 1920, Robert Stephenson Smgth Baden Powell was acclaimed as the Chief Scout of the World, It was not filled up later after his death till now.

First World Jamboree was held after the 1st World War and along with Boy Scouts Internationl conference and World Bureau to translate the decisions of the conference was also established in 1920.

The world Scout Bureau has its Headquarters in Geneva. Switzerland and five regional offices in Costorica, Egypt, Nigeria, Switzerland and Phillipines. Our country India is in Asia Pacific Region with its Hd. Office in Manila, Phillipines.

B. P. in one of the International conferences made the following observation.

"The Scout in his promise under takes to do his duties to his King or country only in the 2nd place. His first duty is to God—the one father of us all. We realise that in addition to the interest of our country, there is higher mission for us before us viz—the promotion of kingdom of God i. e, the role of peace & Goodwill upon earth. In Scouting each form of religion is respected, its active practice encouraged through the spread of brotherhood in all countries, we have opportunity of developing the spirit of mutual goodwill and understanding.,"

The above words will remain ever true, beckoning all right spirited people to work for world peace and amity. The motto adopted during 75th year of scouting 1982/83 has been "Scouting make better World." Let Scouts of all ranks work for spread of this ideal from the grass root level to the state, the country.

Presidential Address, 1979

Distinguished guests, members of the council, ladies and gentlemen,

I am deeply grateful to this newly formed State Academic Council for kindly selecting me its President, thereby allowing me to keep contact with educaional matters of the State after my retirement.

The problems of secondary education that now passes through a transitional phase, are immense as a new pattern has emerged and has been taking shape in the country. In Assam the new 10+2 schooling is being implemented, although in a partial way with the work mostly restricted to the first 10 years of school education. Soon after this process of implementation discussions had been taking place regarding the content weight of school education and the resultant heavy curriculum for school children, alleging that very little time is left for the child for creative activities, leading thus to an imbalance in the all-round development of its personality. Bookish knowledge considered to be the major defect that ails secondary education, continued under the new arrangement also as the number of subjects to be studied and their content were considered both deeper and wider than would suit the pupil's mental age. The emphasis put on Work-Experience a central theme in the curriculum, has not so far received its due and the provision made for games, sports and physical education, cultural activities atc., have not so far been properly implemented. These new activities which are to form an integral part of to-day's education, have failed the grasp of even our teachers.

The Secondary Education Board, Assam ; following Kothari Commission, took timely decision to introduce the new pattern of 10 year school education from 1973 and prepared the curriculum and the syllabi. As it was a new adventure not backed by experience, decisions like the necessity of taking there elective subjects by H.S.L.C candidates over and above he compulsory/subjects, were taken. Certain recommendations like the three-language-formula could

not be adopted and only two languages the mother-tongue/ Regional language and English were included. No provision for mandatory learning of the Regional Language could be made although it became the medium of teaching and examinations up to the University stage. For the First time, Mathematics, General Science and Social Studies were made compulsory even for girl students. Later experience proved these courses to be heavy. The teaching community too, was not fully acquainted with some of the new content. Some of content materials were not relevant also.

I had to face these problems immediately on assuming office as the Chairman of the Board in May 1974, approximately one year after the new courses were introduced in 1973 immediate steps were taken mainly to relive the students from the burden of academic subjects. Some of the steps are as follows :

1. Many syllabuses were cut down :

Syllabuses in Mathematics and Social Studies were substantially reduced leaving untouched the fundamentals. To a lesser extent courses were cut in Gen. Science, Geography and even English.

2 Guidelines for teachers :

(a) Guidelines were also framed to acquaint the teachers about the new concepts included in the contents.

(b) Detailed guidelines regarding Work-Experience programmes were circulated to the schools from the Board and teachers were asked to guide the Work-Experience programme as envisaged in the Kothari Commission Report.

3 Model questions :

Model ques tions on all the compulsory subjects were prepared as guides to the teachers on the new type of questions introduced under the Examination Reform Programme.

4. In-service teacher training :

Short-term Teacher Training Programmes were organised covering a large number of teachers, from the middle of 1974. with a view to train at least one teacher from each High School in English, Mathematics, Social Studies and Science, so that they, on their return

might acquaint their Colleagues about the concepts for better teaching.

Needless to say that this work is massive and requires vast resources in money and manpower and the organisational aspect has to be built up and geared to cope with the new responsibilities thrust on the Board. Yet with depleted number of personnel and with great difficulty, task was undertaken. The organisational aspect was entrusted to the Academic officers of the Board. Advance training for Resource personnel in different subjects, drawn from the colleges, Universities and Training Colleges, was undertaken. A provisional syllabus for the training course in different subjects was prepared in consultation with this body and copies of this were supplied to all the teacher-tranninees later. In the guidelines, emphasis on the indentification and development of various concepts of the syllabus was laid down and the Resource Persons had to undertake heavy burden in practical application of the theories. The programme was made broadbased by including talks on Instructional objectives of education in general and specific objectives of a subject and their use in the classroom situation in teaching and testing. Examination reform undertaken by the Board, was also covered with practical work by the teachers under training with the technique of preparation and use of different types of questions. Preparation of Unit Plans and Unit-Tests, was a part of the training course for every teacher. Thus the 14 day programme was undergone with heavy and intensive work by the teachers with theoritical discussions on all the topics of a subject. The limited objective set down in the curriculum prepared in collaboration with the resource personnel, gave the training programme a realistic and achievable, objective for proper implementation. The Academic Officers who prepared the materials and helped in proper implementation, deserve my thanks for their help and co-operation in the ventnre. I was also happy to say that many promising teachers could be located through the training courses and if proper steps are taken to harness their talents, secondary education is bound to improve. The Training programme and the curtailment of the syllabus, however saved a major catastrophe, when the first H.S.L.C.

examination under the New Course was held in 1976. The pass percentages compared fairly well with the results in previous years under the old course which was simpler and easier in comparison. In spite of the fact that girls were subjected to the burden of Mathematics and Science as compulsory subjects, we must say that the new course passed off well inspite of heavy criticism in press and public at the time of implementation. I certainly have the satisfaction of the measures instituted two years before bearing its fruit in 1976. The Teacher Training Programme continued all through the period of my stay in the Board. I must recall here that as a result of my efforts in Examination Reform and the measures undertaken the N. C. E. R. T. was very much satisfied and made a grant of Rs. 2 lakhs 6 thousand to the Board for the purpose. This was of immense help in stepping up the training programme. I must however express frankly a note of despair. In spite of repeated proposals for sanction of grants to supplement the N. C. E. R. T. funds as was the case in other States in the Country, the Deptt. and the Govt. were lukewarm and only Rs. 2 lakhs were sanctioned during the term of my Chairmanship. It may be recalled that the new course was introduced by Board at the instance of the Govt. and it is the moral duty of the Govt. to extend its help for teacher training as this is an indispensable work of the Govt. to train teachers of secondary schools. Even when the Board took measures for this programme from its resources, Govt. did not come forward with help and showed indifferent to the Board's work. The Board was established under an act. and as in all other States in India, was to be the ultimate body to guide secondary education in the state. But it was not given its due. This is something unusual and with painful memories. I have to record these facts. This was not a forward-looking policy regarding education specially in the matter of improving academic standards. I hope the present Govt. will examine this and extend a more helpful hand to the Board to undertake its work in proper perspective. Some of the funds given by the N. C. E. R. T. are yet to be spent as towards the later phase of my period as Chairmanship. I could not

organise some programmes due to uncertainty regarding the +2 course and the question of further revision of 10 year School curriculum was under discussion. There was new orientation with regard to work-experience under the name of 'Socially Useful Productive work' and vocationalisation of secondary educrtion under the +2 stage of schooling. As no definite policy regarding these were evolved, some of the training programmes to cover these areas were postponed. I hope the Board will now undertake more training courses for teachers including Higher Secondary teachers and provide sufficient background to them to undertake their work for improvement of education in the State. After the recommendations of the Iswabhai and the Adisesiah Committees, it has not been clear as to what changes are envisaged in our education in the secondary stage. Govt. indication as discussed in the last Education Ministers' Conference and the draft educational policy declared by the Education Minister in Parliament recently, are indicative of some changes. Moreover the structure and organisation of secondary education have been widely discussed in the last two or three conferences of secondary education of the Secretaries and Chairmen of the Boards. Guidelines are now being prepared to implement some of the new ideas in different States. What is required therefore is a clear and positive policy on the part of the State Govt. with regard to the specific objectives that can be put into practice with financial resources with the State Govt. Unless the objective is decided and the Board given direction there cannot be any progress. I have been pointing this out in my correspondences to the Govt. from time to time but nothing concrete had resulted. The Board must get assurance from the Govt. that financial resources required for vocationalisation of secondary education shall be provided on a priority basis. Moreover, it is also required that all the development Deptts must realise the need for reorganisation of education at the secondary stage and for this purpose, +2 stage must be organised in such a way that all training programmes under differant Deptts. are merged in evolving courses at plus 2 level, which besides training, should include educational contents to

provide for further education in deserving case among those receiving vocational education. The principles are clearly outlined by the Adiseshiah Committee Govt. of India, appears to have realised its importance and but emphasis on its implementation But major decision is yet left with the State Govt. and Directorate of Education I hope the Govt. will decide to establish co-ordination Committee of Educationists and other experts to evolve proper criteria for +2 courses covering the different aspects and strengthen the Secondary Education Board, to undertake this task, by amending the present Act. Unless a through reorganisation is made at the seccondary stage, no middle level skilled personnel can be prepared to take charge of the expanding field of rural development on which Govt. of India is giving supreme importance. Growth of agricultural industry and services in the tartiary field in rural areas, will require technical and skilled personnel of the middle level and unless training and education is provided by broad-based vocational courses, demand of the country cannot be met and unemployment will continue to increase due to haphazard expansion of education. There appears to be apathy and indifference so far as this aspect is concerned as no serious thought appears to have been given so far. The Academic Council should therefore arrange discussion and studies on the relevant issues regarding secondary education including +2 and offer its advice and suggestions to the Govt. and the secondary Education Board. One of the serious problems in secondary education to my view is the deteriotation of academic standard. The Academic Council is the proper body to initiate measures to improve teaching in their schools and take other administrative measures. They may also take measures for improvement of discipline in the schools and to establish proper climate for study and hard work by the teachers and students. There may be general programmes which can be devised after arriving at a consensus but the individual schools can devise specific programmes according to the resources of teachers, funds and co-operation of the public. A broadbased programme can be devised and circulated to all.

There are paucity of facts on many problems of secondary education such as present wastage in secondary education and whether secondary education benefits the lowest rung in the society or whether even with expansion only the top layer of the society is getting the benefit. whether children in the rural areas are suffering from lack of facilities and Whethertheir lower standard in achievement in education is due to want such facilities etc. Whether course devised by the Board are suitable for students of rural and poor areas and whether teachers' co-operation is adequate in the framing of the syllabus etc. I have indicated only a few item which can be studied by the Academic Council and attention can be focussed on the public and the Govt. for remedial measures. Factual analysis of some of the problems, really felt will remove the difficulties and help the Govt. make necessary improvement.

I therefore urge the Executive Committee of the Council to study and frame rules for study of some of the problems by collecting relevant data from different schools and Tabulate them and draw conclusions. Such research studies are very much necessary. It is possible to approach the N. C. E. R. T. and the Govt. for financial help for undertaking such projects in our State. I hope the Academic Council will give serious Consideration and indicate their views. I am glad to inform that a special project for Research on teacher Education of the Eastern Region covering 5 States has been submitted to the N. C. E. R. T. with financial implication of the project.

Another matter which the Academic Council can initiate is with regard to measures to provide additional help to the poor and merittorious students of the poor rural areas so for deprived of the advantages. I feel that Govt. should undertake a scheme to provide financial help to supply books for deserving meritorious students of poor families whose income is below a certain minimum and entrust the Academic Counuil to find out such hiddden talents in the poor and backward areas of the State. The Academic council can give encouragement and help if they realise this and asks every Institution to undertake special programmes about which more guidelines can be provided.

The teachers of a particular institution should realise their basic and moral duty to help such students and provide extra coaching and library studies in extra time if they come out to make a little sacrifice for their children. Such an attitude on the part of the teachers will endear them to the society and give them satisfaction also. During my Chairmanship, instructions were issued to the schools to undertake special coaching for students competing for all India merit scholarship examinations held by Govt. of India but not much response was found. Plan to hold a central coaching class for a selected number by the Board, also could not be implemented. I feel that unless the Govt, the Board and the schools feel the urgency and the necessity to train meritorious boys and girls to compete in such all India competitions, we cannot progress. I hope this will be discussed and the concrete ways and means found only with a view to recommend to the Board and the Govt. to extend financial help to the Academic Council for such venture if they undertake.

The question of textbooks has been an intricate problem in the State since the responsibllity was given to the Text book Corporation. There is lack of co-ordination between the Board and the Corporation as a result of which standard of the textbooks is low. There are inaccuracies and wrong data in the textbooks and language is also not suitable for the young learners. Textbooks are the only materials available for the teachers and the students and their absolute dependence on them makes the matter more important. The proper procedure of writing books by individual writers is not commendable in view of the nationalisation of textbooks. The books should be prepared by a panel of experts and sufficient discussions should take place with the Board and the teachers regarding the extent of coverage of contents etc. Language experts should then go into the written texts. This naturally takes time. The short-cut method adopted by the Text Book Corporation should therefore be changed in the interest of production of better textbooks so that the students community is benefited. Moreover supplementary aid books for teachers should also be prepared and made available along with the textbooks think-

ing on this basis does not seem to have started in our State. During my time as chairmanship, a workshop on textbook evaluators was held in collaboration of N. C. E. R. T. and a number of textbooks were evaluated and the technique of preparation was discussed with the help of experts. The recommendations of the workshop were forwarded to the Textbook Corporation. It is not known whether any work is done on the lines.

As regards nature of objective at the secondary stage specially under the present circumstances, a lot of new ideas have been generated in the country during the present Govt. The objectives have been spelled out. Economic development in the rural areas is one of the most important priority decided by the Govt. and maximum efforts are made to develop rural areas by improvement of agricultural and allied industries for removal of poverty. For this removal of illiteracy among the masses has been planned in a massive scale so that people of all strata of life, can be free from fear and develop their strength and widen their mind and spirit for the service of the country. It is the duty of every enlightened citizen to help the Govt. in this massive work. The teachers can also play their role. During my time in the Board, a scheme was prepared in such a way that as a part of work-experience every private H. S. L. C. candidates will educate three illiterate people. The scheme did not get sufficient support from the members of the Board and as such my attempt at its introduction had to be held up. After the programme is announced by the Govt. the soundness of my programme has been proved. I hope the Board now can work out the plan and if this can be successfully planned and launched, a great help can be extended to the Govt. in their overall programmes. The academic council of their own may also think of the ways as to how it can effectively organise such a programme in their locality with the resources with them. I am sure that if any plan is undertaken Govt. help will also come forward to help the academic body.

A lot of new ideas have been thrown out in the latest two reports on 10-year schooling and +2 education. It Secondary Education

has to improve with the benefit to the largest number of children, it must be oriented to suit the varying capacities of different groups and as such the content and structure must undergo some changes. In other words, it must be dynamic and not static. It is here that Board's new thinking is required. Here is still scope to tailor the present curricula and syllabi to provide enough scope for creative work and for development of sound body and mind. What is required at the secondary stage, is to prepare our boys and girls with the basic skills required by them in later life. Once the basis is laid, future development will come of its own accord. The character formation education and development of moral fibre in the young, is what is required for the country. All steps should be made for this. A well laid out educative activity suggested by Lord Baden Powell in Scouting and in the N, C. C. should provide the foundation. For this schools should take active interest in providing these activities as parts of the curriculum. All said and done we cannot ignore excellence and academic standard in our education. Not much importance seems to be attached to this so far even by the Govt. It is the duty of Secondary Education Board to maintain and improve academic standard by laying down well thought out curriculum and syllabus and by other ways. Maintenance of proper standard and its improvement is the major goal towards which the Board should work. The Co-operation and help of the academic Council should be sought in this respect. The Board must lay down the conditions for this and lay down details of physical equipments required by a school and insist on their, provision from time to time.

DETERIORATING EXAMINATION RESULT

Result of the High School Leaving Certificate Examination since the establishment of the Board, did not show satisfactory progress. Some of the worst features, were the deterioration in standard in major subjects like Mathematics and English, growing number of private candidates every year and as a result fall in the percentage of pass. Backlnog was huge when the Board introduced the new curriculum

with its final examination in 1976 for which the examination in the Old course had to be continued for three years. But after three years, a large number remained as unsuccessful candidates for which the Board was forced to extend the examination for this year 1979 also. It is even doubtful how much of this backlong can be cleared this year.

The same tendency of large scale increase in the number of private candidates has developed in the new course also. The number of private candidates in 1977 and 1978 has been 46,185 and 62,872. This has increased further to 75759 in 1979. So this has again posed a serious problem and some concrete measures are urgently called for to eradicate it. This problem cannot be solved unless the entire school education is toned up for which this Academic Council can play a vital role. I would like to suggest the following measures for implementation by the Board and the schools.

(1) Board should provide for internal assessment by providing some marks in the final examination for sessional work of the students for which detail guidelines should be prepared.

(2) The annual examination of the schools at the end of class IX and XI should be held with the questionpapers prepared by the Board but assessed by the schools, Detail instructions should of course be provided. 5 percent of the exrmined papers on the subjects, should be subject to scrutiny on zonal basis for which the Board should appoint a panel of two experts each in English, M. I. L, Mathemetics, Social Studies and General Science. The schools should be warned if a variation of more than 10 percent in the marks is detected from the model on the 5 percent papers called as random sample.

(3) Board should insist on a minimum attendance in the class for becoming eligible as a regular candidate both at H. S. L. C. and H. S. S. L. C. stage for the two years of the course.

(4) Examination reform Programme may be completed by introducing proper kind of objective type questions in all the major compulsory subjects for which model Questions should be circulated to the schools one year before the introduction. The examination on the subjective type should be for half an hour and all scripts be

collected after this period and the 2nd part of the Examination with short answer and essay-type question should be held for 2½ hours only. Detail marking scheme be prepared and training be imparted to the teachers for this.

(5) For private candidates and for others who are interested to appear in H. S. L. C. Examination, correspondence course should be started. This will help many unfortunate students who left school earlier due to poverty or other economic grounds and those who want to improve their qualification can take advantage.

If such a scheme is adopted, uniformity in teaching will be achieved and the academic standard is likely to improve.

Education has to play a constructive role in the present changing society. It is stated in the Education commission Report that of different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant. Let us all unite together in our efforts to build up solid structure by creating the human material fit for playing their part in the society. Teachers, students, administrators and the public, must keep their ideals high should get inspiration for their work from the ideal. The Academic Council can thus play a crucial role by building a solid foundation in their schools with the help and co-operation of the teaching community.

Let the Council live long and provide the leadership. This is my fervent prayer to Almighty God whose grace can achieve all things with our abiding faith.

Presidential Address
3rd Annual Session 1982

Distinguished Honoured Guests, Members of the Council, President of the Reception Committee, Ladies and Gentlemen :

We the executive of the State Academic Council. owe an apology to the general members for our failure to convene this annual sitting earlier. It was due to circumstances beyond our control. As you are aware, educational institutions were not functioning for a period of 2 years due to large agitation on foreigners' issue. The student leaders have decided not to disrupt their educational career and as a result various public examinations were held on schedule. This has also restored the academic atmosphere and it is the bounden duty of all who are engaged in the training of future citizens, to do their best to make good the loss so that the standard of education does not deteriorate. The foreigners' issue which has been recognised as a national issue has, however. not been settled though vigorous efforts are on to find out an acceptable solution to the vexed problem. Let us pray to God that a satisfactory and lasting solution is found soon so that the state can progress educationally. We also pray for departed souls on this issue.

In my last presidential report, I traced the genesis of the acceptance of the new curriculum on school education and the problems faced by the Board during the 1st few years of introduction. The problems faced in connection with the implementation of the new syllabus and curriculum and the comprehensive measures devised to familiarise the objectives of the new curriculum to the teaching community who had to graple the situation, were also dealt with. We may now state that the new curriculum for 10 year school education has been established and we have now the experience of its working for the last 9 years. It is therefore, time to give rethinking on the various aspects of the curriculum and think of some modifications.

I feel that the Secondary Education Board as the agency should initiate discussion and formulate proposals in consultation with the State Academic Council and other teachers' organisations. There are certain aspects which need urgent attention. I would like to suggest that Social Studies should be bifurcated into two parts with 150 marks with 75 for each part. History and Civics should form one part and Geography and Economics another part. Since the subject is meant for developing better understanding in social living the basic elements of sociology : social living, should be the cementing factors of the contents of the two parts on this subject. Similarly, General Science be bifurcated in to Physical Sciences and Life Sciences with 75 marks in each. In the case of language, 3 language formula should be adopted. The guidelines accepted recently in Karnataka may be examined in our state also. The state language-Assamese, be taught as a compulsory language in the school stage, where it is not the last language. Content of the subjects should be enriched and provision for elective subjects should be done away with as it creates discrimination amongst students. Teaching of the school subjects—should be such that a student should be able to procced to the next stage with the knowledge he is imparted. The Board has not yet renamed the Work-experience as Socially Useful productive work (S.U.P.W.) as recommended by the Iswarbhai Committee which was accepted by the Govt. As the purpose of work experience as a compulsory component of the syllabus, has not achieved its result and further thinking is required. The board may think of a comprehensive plan under which certain activities considered as co-curricular activities, are included under Socially Useful Productive Works : such as Scouting and Guiding, Redcross, Sports and Games. Certain practical works should be listed, out of which schools will select a few according to the local resources available. It should have both theoretical and practical aspect. Testing and examination of this subject, should be different from other subjects and the question of awarding grades in place of numerical marks should be examined. A seperate certificate showing the grade should be

issued by the Board. Total marks of H.S.L.C. examination should be 900 as follows :—1st Language-200, 2nd Language-150, Social Studies-150, General Science-150, Mathematics-150, 3rd Language-100.

The school education should comprise of 10 years of general education and 2 years of diversified education under the name of Higher Secondary Education. It should be delinked from the university education as 2 years of Higher Secondary does not form part of university education as laid down by the U. G. C. However, in our state there are P. U. and Pre-Degree Courses under the two universities, along with the Higher Secondary course under the Board. The courses under the three authorities are defferent and the examination is also defferent. This has created problem under which students are subjected to three different norms as the total marks under the 3 examinations are not equal. Various attempts made earlier to introduce one common syllabus and curriculum did not succeed. It is therefore, necessary that the Govt. be urged to constitute one authority for controlling the 2 years of Higher Secondary Education with vocationalisation. The purpose of introducing the new system as recommended by the various education commissions will not be achieved unless diversification is provided for at the plus 2 stage. Students who are of practical bent of mind can be given education in useful vocations for self-employment or to be usefully employed in trade & industries. The character and nature of plus 2 education have been well explained in the report of Malcolm Adiseshiah who is a consultant of UNESCO and also one time Vice-Chancellor of Madras University. It is necessary that the Govt. should constitute the Higher Secondary Council so that it can give thought to this important stage of education. The Secondary Education Board has not made any significant contribution to it, though during my tenure, as Chairman, some steps were taken for vocationalisation and restructuring of the syllabuses of the different subjects. In shaping the syllabus for education at plus 2 stage, it was considered necessary to make the course more practical based so that students passing out with this subject can be better teachers of elementary education.

This aspect has not been kept in view in the present syllabus for education prepared for plus 2 stage.

It is not possible to discuss in detail about the vocational courses to be included in the plus 2 stage. Govt. must make a policy statement at the N. C. E. R. T. should be approached for guide line. Most important question in this connection is finance and finding out proper teachers for introducing the vocational courses. On account of growing unemployment among educated youths who pass High School and Higher Secondary stage ; without developing any skill in any line, all middle level employments are out of their reach. Agriculture and cottage industry offer scope for self-employment and can absorb a good number provided education can be properly arranged to develop the required skills. We should, therefore, try to develop a comprehensive curriculam comprising the available teaching learning situations to meet the needs of society.

Methods of Teaching : Our system of education in the past was concentrated on teaching a few subjects and the methods used were mechanical and stero-type. A break through has been achieved when the new syllabus and curriculum were introduced. In service Training to the teachers was organised during the 1st 3 years of the introduction of the new syllabus. But subsequently the process has been slowed down. However, from last year, some seminars and workshops were held. It is hoped the Board will maintain the tempo and adopt suitable fellow up work. In this connection, I like to suggest that the Board should utilise the Academic Councils of the different districts and teachers organisations to arrange for such workshops and suitable teachers be prepared to take up the leadership. Secondly, education at all stages must be managed, improved by the teachers themselves. The recognisition of this fact will impart a fresh impetus and help improvement. The Board should function as supervisory and co-ordinating agency to the work done at the district level under the responsibility of the different Academic Councils. Such a decentralised scheme will help creating responsibility for the teachers to improvisation, experiment and research

which are of utmost necessity. Teaching should be on the unit basis with internal assessment by the teachers with remedial teaching adopted by them in class room situations.

One cardinal fact is to find out what can be done with the existing resources. Spectacular things can be achieved if a band of teachers come forward to devise innovative methods in their class room teaching. The scheme may begin with a few teachers who volunteer for this experiment in their class and sharing their experiences later with others. Academic Council can take a lead for this through the District Academic Councils.

Examination Reform Programme : There was wide spread discontent with the examination system prevailing in our education system. The Board took the pioneering steps to reform the examination system as far back as 1962 in the then Higher Secondary Education in collaboration with the N.C.E.R.T. and trained the paper setters. It, however, did not make further progress till the programme was again introduced in 1974 after the introduction of the new syllabus and curriculum for the 10 year school in 1973. I, as the first non-official Chairman of the Board, took the Training Programme. It was introduced with reformed questions in the Ist examination held under the new curriculum in 1976. The N.C.E.R.T. helped the Board for the training of paper-setters and other resource persons drawn from the Degree Colleges, B. T. Colleges and High Schools. Thus the foundation was laid. Guide lines were circulated to the schools and sample questions of different nature were prepared and circulated to all the schools one year before its introduction. This was, however, in 4 compulsory subjects in the 1st phase in English, Mathematics, Social Studies and General Science. In the 2nd phase, languages other than English were included and even teachers were trained with the help of N.C.E.R,T. exparts. Model questions were to be prepared and circulated to the schools before its introduction. I am sorry to note that no further progress was made in this case, thus an important step remained to be done by Board. It is unfortunate that the 1st Language remained outside the purview of the reformed

examination. In the 3rd phase, it was decided that the objective type question with multiple choice, will be introduced in our examination system. For this Teachers Training is required. But nothing appears to have done by the Board so long to prepare the teachers for framing multiple choice type of questions, Examination Reform cannot be completed without such questions which are the only accepted objective type of questions. It is also necessary to administer separately the very short answer and objective type questions by asking the candidates to write the answers in the question papers for the 1st half an hour of the examination and then the answers written in question papers be collected. During the 2-30 hour duration the questions with short answer and essay type should be written. For this definite guidelines are required to be prepared. This will prevent widespread malpractices now being used in the examination. Examination Reform also includes the management and conduct of examination and evaluation of scripts. The procedure laid down for zonal evaluation and scrutiny and publication of results in a decentralised way, continues but it needs improvement. It is reported that many Head Examineres do not attend the Zones to discuss the question paper and its marking system when the examiners come to take their scripts from the zone. This should be made compulsory and the head examiners should discuss the point to be included, in evaluation of the script. Ultimately computrisation will require to be adopted if we make the tabulations free for defects. Though the Board tried this, I must admit, it was ahead of time and without sufficient preparation. But in future, it has to be adopted and preparation made full-proof.

There are many new ideas in connection with examination for which studies should be made. Internal assessment as a part of overall assesement is one which needs our attention. Its feasibilty should be discussed and implemented in some schools where teachers are prepered to assume reponsibility for this. Grading system is one which is introduced in many Universities and Boards under which results are given in grades. If we want to remove the present defects in the examination, we must think of its introduction in our school final examination. Academic Council may organise workshops on these to popularise these ideas and suggest to the Board for its consieqration.

Presidential Address

Distinguished guests, members of the Council, President of the Reception Committee Students, ladies and gentlemen present

I am glad to welcome you to the 4th Session of the state Academic Council here at North Lakhimpur at the invitation of the District Academic Council, Lakhimpur District. We had to postpone our earlier schedule of Oct. 12-15 to accommodate the inconvenience caused by devastating floods that inundated many parts of the State. I am sure, that even our present schedule may not be convenient to many of us but, I would request them to bear with us in view of many other constraints. Today, I propose to restrict my observations to the following.

A REVIEW OF THE WORK SO FAR :

The Executive decided to hold two symposia. First, on the difficulties faced by the Heads of High and Higher Secondary Schools in the implementation of the present curricula. The second is on the +2 stage and its vocationalisation. Both the topics are relevant and concern the academic community.

THE HIGHER-SECONDARY STAGE :

We note with due bit of gratitude the constitution of the Council for Higher Secondary Education. I had, a number of times, advocated its formation in my addresses to the Higher Secondary Teacher's Conferences and State Academic Councils since 1976 since it was the year in which the first H.S.L.C. Examination in the new course was held. It took long eight years for this decision to materialise. It is hoped that the new Council would make up for this loss of time by taking up the challenges posed by the +2 stage including vocationalisation, at a faster and effective rate.

I may mention in this connection the constitution of a Co-ordination Committee with me as its Chairman to frame a common curriculum

and syllabi for the +2 stage to replace the existing P. U., P. D. and Higher Secondary courses. The committee duly submitted the complete work to the Government. These are now with the Council. The Council being faced with the shortage of time decided to introduce the existing H. S. course common to all candidates at the +2 stage in the State as an interim measure for a year. It is expected that during the year the Council will further process the curriculum and syllabi as prepared by the Co-ordination Committee before finally using the same in our institutions. I would herein highlight the main recommendations of the Co-ordination Committee.

1. Higher Secondary Education should cater for those learners aspiring to enter the universities through the 3 year Degree Course on the one hand and professional courses like Agricultural, veterinery, Engineering, Medicine etc. There shall be two groups of learners— general and vocational. The general education learners will participate in a compulsory curricular activity like N. S. S., N. C. C. Rovering and Rangering, Sports etc. The vocational education learners will, in place of this area, take up a compulsory Foundation Course that would provide the learner with a stronger base of economics, Sociology, Science and management.

2. The subject syllabi are updated to cater for modern content and presented Unitwise to facilitate teaching and evaluation within the teaching time available in 2 years.

3. The curriculum takes care of flexibility, the elective subjects being selected with a view to follow definite courses later. The extent of flexibility, however, has not covered the possibility of a general course pupil picking up a vocational subject, and vice-versa, after taking into account our present resource position.

4. The Co-ordination committee was further seized of the subject and content load now carried by the pupil at the +2 stage, vis-a vis the examination requirement and has recommended well thought-out measures to offer relief to the learner without however compromising standards as compared to other educationally advanced States. Thus, although a learner may offer a maximum of four elective subjects, the

best performed three subjects will decide the inter-pupil rank ; the fourth one will be mentioned in the marksheet along with the marks secured. English and M. I. L. will carry 100 marks each and the total marks for ranking will be 800.

The endeavour should be for the introduction of the semester-system as proposed in the NCERT booklet—"Higher-Secondary Education and its vocationalisation." This will require planning and preparation and should be affected gradually.

The foundation—course in the vocational stream and the compulsory Co-curricular Activity for the general stream pupils will be internally assessed and duly certified by the Council.

5. The Co-ordination Committee has also forwarded through and an approach-paper attached to the Curriculum and Syllabi of the vocational courses as submitted to the Govt. detailed suggestions regarding introduction of vocationalised stream at the +2 stage and its implementation.

THE HIGH SCHOOL STAGE :

The curricula introduced in 1973 are now in operation for 11 years. It is time that these are reviewed. I would reiterate my earlier suggestion given out in my address last year that the Social Studies syllabus should be bifurcated keeping history and civics as the main areas in the first and geography and economics in the second. Since the area envisages development of better understanding in social living the basic elements of Sociology the social living should form the cementing factors for the content in the two parts of the subject. Similarly General-Science / Science content should be broken up into two halves one Physical-Science and the other life-science with elements of necessary bits of astronomy, earth-science etc. distributed over the two halves. Lastly, Work-Experince/SUPW should be internally assessed and its grades not allowed to affect the ranking of a candidate. I am glad that the Board of Secondary Education has initiated action on curriculum reform that should take effect from the academic year 1916.

B. NEWER CONCEPTS :

1. The curriculum : Recent thinking on curriculum suggests that education cannot play its role effectively if it is only concerned with the transmission of knowledge. Both by tradition and practice class-room teaching does just that bit only. The teacher today is the importer of information using the textbook as the only material for the purpose. Although curricular objectives are often stated in general terms as character formation, development of citizenship development of the child's personality etc. yet these are never truly and specifically achieved.

As for teaching-learning strategies these have remained static over the years and should have varied along with the variation of content and objectives. It is well known that whether it is Science, Social-Studies or any other area, the teacher resorts only to providing information mostly through oral/verbal communication. He has done so without realising that the child is not an inert receptacle but possesses a personality of its own. It has been futile, under the circumstances, to talk of a creative mind, logical understanding and the like unless the approach changes fundamentally.

Such a situation calls for a fresh analytical look at the objecttves, their specifications and state these leaving no ambiguity so that the teacher is able to tread the path of inspiring teaching.

The NCERT must be credited with the development of subject-wise, instructional, developmental and social objectives. The curriculum experts Dr. Baquer Mehdi and Mrs. Zeenat Begum have duly focussed the need of a wider concept of the curriculum. They have attempted to develop various content so that their potentiality for developing the child as a 'good learner', as a 'good person', as a 'good citizen' and as a 'good worker' could be tested. Such an analysis, the authors believe, could make the content more meaningful for the teacher to synthesize content, objectives and teaching learning situations for his teaching. I would suggest that the Board of Secondary Education organise workshops while revising the curriculum at the High School

Stage and take help of these NCERT experts to guide the development of strategies for any revision.

2. Examination Reform : It should form an integral part of any academic course. The Board's work in this regard although initiated long back is yet to constructively affect the classroom situation. Deficiencies still exist and it is yet to cover more areas than what was there back in 1976. In my last address I pointed to the inadequacies and suggested measures to make the process comprehensive and effective. It is seen that very-short answer questions lead to malpractice. To avoid this, it was suggested, as per NCERT norms and as used in several states, to administer the very-short-answer along with objective-type questions separately. The Board is yet to take any steps in this direction.

It is necessary to train the setters, teachers etc. in setting better questions—specially the objective-type questions. It is also necessary to allow the learner to have sufficient practice in the mode of answering such question before they are finally set at the H.S.L.C examination. This has assumed greater importance in view of the fact that such questions are used in almost all cometitive examinations.

The causes of deteriorating standard of performance at the Board's examinations are not for to seek. The long-drawn agitation has definitely affected the academic atmosphere. It is now necessary to restore congenial conditions with full assistance of the students so that talents do not go waste and the learner is not deprived of exhibiting abilities in any field. The Academic Council should move in a planned manner to achieve these abjectives.

2. Nurturing talents : The search for and the nurture of talents is an area where very little is done in our country. Talents from rural areas are hardly nurtured. The District Academic Councils can take steps to identify talents from the Block level at the elementar and secondary stages and to organise enriched courses for them. For such jobs there should be no death of assistance if correctly represented. Govt. may offer scholarships, travel facilities etc. to such pupils. Several Boards in the country organise special courses for scheduled

Caste (and tribe) candidates. In Assam, too, we may profitably gain by their experience.

4. Professional growth of teachers : The U. G. C. has done commendable work on these lines for college teachers for pursuing higher courses like D. Phil., for research project etc. whereas on such facilities exist for school teachers. After the H. S. stage has come under a separate unit, the teachers therein are not covered by the U. G. C. A. national institute such as NCERT, NIEPA and NTA should offer facilities for teachers for their growth, research etc. The Central Government should be urged to provide greater facilities through these organisations on the pattern of the U. G. C. The facilities in the Regional College of Education. Bhubaneswar for post-graduate studies, for pursuing vocational courses etc. should be availed more elaborately by our teachers. The State Government should make liberal Provisions for these. As a member of the Management Committee from the eastern region I have been urging the Govt. to provide facilities to our teachers to pursue higher studies in education. But, the Govt. are yet to come up with effective steps as is being done in other, even smaller States.

To Conclude :

I would like to renew my appeal to the Association to work for creating a better academic climate. Institutional planning with the teachers' co-operation and participation is to be done more scientifically than at present. Schemes like the 'cluster system' now operative in some districts have given better results. The system makes use of local resources available in a close group of schools. The Board of Secondary Education, specially its present Chairman has come out with the desire to collaborate with the Academic Council in all important projects and other academic matters. I would like to thank the Board and its Chairman specially for this and to request the Board to entrust school teachers with more responsibilities like Head-Examinership, Paper-setting etc. after adequately training them.

I would also like to mention that the newly formed council for Higher Secondary Education will get full co-operation of the State Academic Council in all academic matters.

The Executive Committee of the State Academic Council helped and co-operated with me in our efforts to build a better academic future ; I thank all its members. I also thank the distinguished guests who have graced this occasion. I would fail in my duty if I do not thank the District Academic Council and the Reception Committee, North Lakhimpur for their service to make everyone comfortable.

Addendum to the Address :

There has been significant development in the sphere of education since I wrote the report around October, 1984.

A new Govt. at the Centre has come up with a young Prime Minister at the helm of affairs of the country, relieving although not fully, the shock and grief at the brutal assasination of our beloved Prime Minister, Mrs. Indira Gandhi, on 31 October 1984, just two days before we were scheduled to sit in this conference. The Academic Council, along with the nation, expressed their deep shade of grief at this unprecedented happening and conveyed their sincere condolence and sympathy to the bereaved family.

The Govt. at the Centre has now come up with the promise to improve education at all stages. The Academic Council has always expressed the view that unless more means are available to develop our human resources, the country can never prosper.

The fundamental problems that should attract the country's attention in my view, are :

1, Universalisation of elementary education of fulfil the constitutional obligations.

2. Vocationalisation of +2 stage of Secondary Education, so that westage and unemployment could be controlled effectively.

3. Rationalisation of Higher Education with a purpose.

The Academic Council, therefore expects a vigorous policy of

action to be undertaken by the Higher Secondary Council for taking bold, vigorous, momentous and timely steps. The Secondary Board of education should speedily complete the unfinished work to frame a broad-based curriculum, improving teaching-learning situation and complete examination-reform work initiated as far back as 1976.

We look forward to the required amount of foresight and dynamism on the part of the Higher Secondary Council and the Board of Secondary Education that could result in a better academic future for the State, at the right speed. We also hope that the Commission recently constituted by the State Govt. will also study in depth the educational problems of our State and suggest such measures that could inspire action, in the right direction, at all quarters.

Jai Hind

D (Gogoi)

Presidential Address

Higher Secondary Teachers' Association, Dergaon, Second Annual Conference, 1979.

President of the Reception Committe, Members of the Association and other distinguished guests, ladies & Gentlemen :

I consider it a proud privilege to preside over the 2nd Annual Session of the Higher Secondary Teachers' Association and offer my grateful thanks to the Association for the kind invitation. I also presided over your 1st Annual session held at Dhubri last year and dealt with the problems of education so far as Higher Secondary stage was concerned. I do not know how far the suggestions were implemented and put into practice.

Education at all stages has undergone vast changes during the period of independence particularly after the report of the Kothari Commission was published. The changes contemplated in the country were gradually implemented so that our education system can play its part in bringing about social changes, which are coming in the context of new development in the society and in the world as a whole. However, though we are talking about the need for change yet very little change has taken place in the minds of the teachers and students and the old traditional outlook still continues. I therefore place utmost importance on the attituditional change and lastiag improvement in education.

Though a national pattern known as 10+2+3 was finalised and brought it to existence in different states, yet it came for criticism recently and in order to give a fresh look, the Govt. appointed 2 Review Committees—one under the Chairmanship of Shri Iswarbhai Patel for 10 year School and the other Adisseshiah Committee under the Presidentship of Shri Malcolm Adisesshiah for +2 education. The University Grants Commission is looking after the Higher education stage under 3 year Degree Course. The report of the above Committee were discussed by the different Academic bodies and the final result of the discussion has yet to be formulated by the Govt. Thus the present stage is unsettled without any uniform system being introduced in the school education. What-ever changes in respect of structure, curriculum and content of education, are decided by the Govt., there is enough scope for improvement within the present frame work. This fact should be realised by the teaching community. Education is responsible for building up the mind and the body of the students with right kind of aptitude for work. Our concern therefore should be to improve moral favour and develop a strong personality so that he understands his responsibilities and the need for hard labour. There cannot be any short-cut to education. The path is long and arduous and call for energetic efforts and confidence in oneshelf and on one's honour. If through the educational process from the lowest stage to the highest stage the character and mind on the students can be guided and developed, he will become the right kind of citizen for the country. He must therefore develop love his own cultural heritage and love for his country. The value of worth while concepts, such as democracy, socialism, national integration, dignity and worth of every man, must be inculcated

through educative process. Independent judgement and freedom from fear and spiritual development are other attributes to be developed through education. The whole aim is to produce men and women, strong in character, alert in thinking and humility for his achievement on national life.

Character & Nature of +2 Education

After the introduction of new pattern of school education up to 10 year class, it has bacome important that the 2nd stage of +2 known as Higher Secondary Education should be introduced by up grading High Schools. A positive policy in this respect is required from the State Board of Education and the Govt. It has been however observed that the full implication of this, has not been realised either by the Govt. or by the Board for implementation. This was pointed out by me in my last address of the Conference. I hope the authorities concerned i. e. the Board of Secondary Education will complete the frame work of the curriculum for Higher Secondary stage including vocationalisation and prepare the detailed syllabus for different subjects—both Academic and vocational and present to the Govt. for approval. The Govt. also adopt a positive policy regarding school education upto +2 and reorganise it in such a way that one authority conducts the Higher Secondary Final Examtnation in place of 3 authorities existing now. If necessary the present Secondary Education Act may be amended in order to make the Board undertake the additional responsibility of conducting an uniform Higher Secondary Exam. in the State under the new pattern. As an interim measure, the P. U. and Pre-Degree classes now being existing in the Degree Colleges, may be brought under the Board and a uniform curriculum

and syllabus may be introduced at +2 stage. Govt. appointed a committee for this purpose with me a Chairman and a set of syllabus in Academic subjects, were prepared. There were also approved by the Dibrugarh University for introduction and the Gauhati University approved in principle but not in details. As such, there appears to be no difficulty for introducing a common syllabus based on the curriculum and syllabuses for 10 year schools already introduced from 1973.

The Committee appointed by the Govt. for reviewing education at +2 stage under Chairmanship of Shri Malcolm Adisseshiah recommended for changes in the +2 set up and puts great importance for introducing vocationalisation at +2 stage.

According to the Committee, +2 stage should be both terminal and continuing education. It will be terminal for a large number of students who will opt for different vocational courses and in their cases, there will be no continuing education in the process of formal teaching though their education will continue in different form. The learning experience at this stage becomes important for living and decisive for gainful living, In the second place, the +2 education will also be the bridge course between the general information of the mind and the personality which school education gives and the Higher learning specialisation which the college or University represent. The foundation of Higher learning is laid on the 2 year school course at the Higher Secondary stage. In the opinion of the Committee, Higher Secondary course should conform to the goals of national development which are identified as removal of unemployment, destitution, rural development and adult literacy. It is necessary that education at this stage should be integrated to these goals.

1. Higher Secondary Education should be planned as comprising two broad learning components which may be termed General Education spectrum and vocationalised spectrum. The general Education spectrum centre round, language, socially useful productive work and combination of natural, social human and science discipline. The aim is to prepare a student for University education in arts, Science or professional courses like medical, agriculture, engineering etc. As in 10 year school education, Socially useful Productive Work is also a main component. The objective of this part of learning are —(1) to prepare the students to practice and perform manual work individually and collectively (2) to acquaint the students with the world of work (3) to develop a desire to be a useful member of the community (4) inculcate positive attitudes of term work, socially desired values such as self reliance dignity of labour co-operation etc. (5) to held understanding the principles involved in work (6) students to participate in productive work as they proceed from one stage to another.

Vocationalised spectrum of Higher Secondary Schools is learning of skills through study of technologies related to services and farm and other practical work. In terms of UNESCO language these aspects of education process involving the addition to general education, the study of technologies and other related services and the acquisition of practical skills, aptitude understanding and knowledge relating to occupations in various sectors of economic and social life. Such an education would be an integral part of general education and a means of preparing for an occupational field and an aspect of continuing education'. This spectrum refers to terminal character of formal schooling that it represents for 50 percent of its entrants. The

Committee stress on broadening the educational scope for the individual. The scope and content of vocationalisation must be in conformity with national goals and the specific needs of the local community at every given point of time. The vocationalisation should increase the employment potential of the people including self employment education for self-employment through education in agriculture and other related occupations including cottage industries. Agro-industries and build up co-operatives in different vocations.

The pattern of the course and distribution of time to teaching General Education spectrum should be as follows :—

Language—	15 percent of the total time					
Socially						
Useful						
Productives						
Work—	15	,,	,,	,,	,,	,,
Electives—	70	,,	,,	,,	,,	,,

Only one language according to the choice of students should be taught.

About 130 hours should be devoted to Socially Useful Productive Work throughout the year according to the convenience of the schools. When a particular batch completes the Work in a area, it should be continued with the subsequent batch.

The Committee lays down the following evaluation criteria for Socially useful productive work.

1.	Personal Qualities such as 'Internal initiative commitment etc.	—20	P. C.
2.	Attendance	—10	,,
3.	Human relations, activity to create support and to identify and work with the community—	10	,,
4.	Skills and competencies ability in communicating organisational ability—	20	,,
5.	Achievement, result outcome—	10	,,
6.	Report on work done—	30	,,
		100	,,

As regards the electives, the Committee recommends flexibility allowing each students to take 3 electives out of the following list. Inter disciplinary approach is recommended.

Elective Subjects

1. Language other than the one taken as compulsory.
2. Mathematics.
3. Fconomics.
4. Chemistry.
5. Political Science.
6. Geography.
7. Biology.
8. Sociology.
9. Philosophy.
10. History.
11. Poly. Education.

12. Fine Arts.

13. Psychology.

14. Commerce & Accountancy.

15. Physics.

16. Home Science.

In the light of general guidance, syllabuses are to be prepared in response to the accepted principle of learning, national and state goals and taking account of local resources needs—human, physical and social.

Need for Diversification

Vocationalised spectrum provides for diversification in education at +2 stage. Need for diversification in education has been stressed since the Hunter Commission in 1882. Mudaliar Commission made positive recommendations. Indian Education Commission known as Kothari Commission after examining the education system as a whole, declared that the existing system of education is largely unrelated to life, needs and aspirations of the people. In putting a vocational start to the pattern of Secondary and Higher Secondary education the commission discarded the idea of maintaining "a two sharp distinction between general and technical education". It therefore advocated that "While general education should contain some technical education of a pre-vocational nature all technical education should also contain on appropriate element of general education".

Hence under the scheme of 10+2 the 1st Ten Years will have undifferentiated course of general education for all without diversification of studies and whereas for +2, there will be diversified

education. This was agreed to by the Central Advisory Board and by the National Committee known as Sukla Committee. The Adisesshiah Committee made a significant recommendation as follows : —"The recommended apprenticeship and recruitment policy are part of a package programme be recommended to improve the prospects of these who enter into plus 2 stage and improve their vocational skills. The vocational courses should not be a dead end in themselves. For this who continue and improve their qualification, there should be provision for allowing them admission to the 2nd year Agricultural University or 3rd year of the polytechnique institutions where admission requirement is 10 year school pass. For admission to related professional courses, it would encourage vocationalisation if there is provision to enable the vocational Class XII students to seek admission in the technical institutions. Pass courses after the person has acquired the actual job experience of 3 years or more. The University should not close the doors for these students who wish to persue further studies.

In the case of pattern for vocationalised courses, the Adisesshiah Committee recommended 15 percent time for Language, 15 percent for general foundation course, 70 percent to the elective subjects out of which 50 percent of the time, should be devoted for practical work. As regards the type of vocationalised courses, the Committee has placed importance on agriculture and related vocations. Vocational courses are detailed under-inland fisheries, basic programme of fruit and vegetables agriculture, farmmechauics, soil and water conservation etc. Similar vocations are listed under non-agricultural vocations, para medical education services, Home Science related vocations and other general service. Vocations are to be selected on the basis of

District Surveys where scope for employment and self-employment exist for next 5 years. These may be linked up with rural development for improvement of villages. Students pursuing Higher Secondary Course must study hard and widen their minds and develop a scientific outlook in life.

Structure, content & method of teaching

Higher Secondary Education should be of two years duration after 10 year schooling for both Academic and vocational courses. The curriculum at this stage provide for study of language, socially useful productive work and 3 electives out of the list of subjects. In selecting the electives,the students should exercise option from the Arts, Science, Commerce or vocational group. Inter disciplinary approach is recommended. There will be no bar for a student to combine one science subject with another art or vocational subject. As regards content, new development in diffierent field are included in the syllabus. The syllabuses are modernised with the ideas of recent development included in the course. The method of teaching has to be oriented to the goals. Emphasis should be placed on concepts and their understanding. Tutorials and seminars should be organised and the place of formal lectures should be reduced to the minimum. Self studies should be encouraged with supervised libarary reading in the subjects. Method of teaching should undergo fundamental change and should not be mechanical,

Other new ideas suggested under the Higher Secondary Education

Semester system is recommended for classes XI and XII under Higher Secondary course. A semestar is considered half of an acadamic session and is conceived of comprising 90 working days excluding

holidays, examinations, admission etc. Each semester course is conceived for 19 weeks duration. The total number of working days in year is taken as 220 days but some additional time is proposed for sessional work assignments, field work, project work, enrichment and remedial instruction. It is necessary that wide ranging discussion should take place amongst the teachers about the introduction of semester system in our education, Semester syatem has been introduced in professional colleges and it should be seriously considered whether we can go in for in our general education. The students sustained work will be possible with the result in improvement of education. Another new idea coming to the education field is the grading system in evaluation. It is considered necessary that instead of 10 point scale under numerical system, 5 or 7 point grading system should be introduced. As a matter of fact, many University have switched over to the grading system. Even the U. G. C. has now laid down qualifications for teachers under the grading system. But this requires through orientation of the teachers and internal application within the college or school at first, with a view to gain experi. ence. I hope this Association will arrange discussion on the possiblity and feasibility of switching over to the grading and accordingly put forward suggestions to the Board for adoption. The Board of Seccndary Education should organise seminars and warkshops with educational experts to find out the scientific basis of the system, In the NCERT document and in the recommendations of the +2 Committee report, credit system has been suggested.

Examination Reform :—Examination pettern to be developed under the new approach, structure and content of education at the +2 stage is as follows :—

Evaluation will be semesterwise. The examination scripts of the 2nd and 4th semester will be conducted and examined by the Board and that of 1st and 3rd will be done by the school under supervision of the Board. In addition to the grades of these examination, a student will be awarded grade by the teacher on sessional work, project work, assignment etc. These grades of internal assessment will be shown along with the grades of semester examination. A seven point scale will be used for grading as follows :—

Excellent	—	A
Very Good	—	B
Good	—	C
Average	—	D
Fair	—	E
Marginal	—	F
Poor	—	G

The students will be given scope to improve upon the grade he got on subsequently if he so desires. All other points as applicable in on improved examination system, will be applicable in the semester system also. The Board should prepare a blue print for Examination Reform Programme under the new approach and orient the teachers for adoption gradually.

From the foregoing discussion it will appear that far-reaching changes are to be effected in our educational system if we want to improve quality of education. There must be a serious attempt to arrest the present deterioriting system. The students who are the future hopes of the country, must be taken into confidence and made aware of the fact that on account of the explosion of knowledge and the wide opportunities before them, they should not waste their

efforts but try to apply themselves to acquire knowledge. At present there has been vast wastage and loss of working days, which prevent present generation to achieve their results.

In order to boost morality and evoke proper thinking N.C.C. rovering and national service should be vigorously pursued. Intensive training in leadership and establishing rapport with the community should be undertaken. Needless to say all deficiencies in physical plant, supply of equipments, want of proper library facilities and training of teachers, should be removed by the Govt. The Board of Secondary Education who is responsible for maintenance of academic standard, has to be dynamic and play its part in providing proper incentives to the teachers and students. Innovative practices in education should be encouraged and helped with grants. It should act also as a catalytic agent in improvement of school education. As an expert body, it should offer suggestions to the Govt. for various improvements to be taken in the sacondary education.

My suggestions for strengthening plus 2 education are outlined below

(1) A positive policy for vocationlisation of secondary education should be declared by Govt. under the new pattern of school education. An educational survey was undertaken to locate the vocations in different areas which offer employment and self-employment in the economy. But the results of the survey has not been made public as yet. Even without the survey report, it is possible to find out different useful vocations in cultural economy. A start with some of these vacations can be made provided Govt. comes forward to provide necessary work and other resources and provide for training of teachers for these vocations. We may select vocations for Agriculture, Animal Husbandry, Home Science. Paramedical. Commerce and Business etc.

The Agricultural University agreed to provide necessary expertise to vocations of agriculture and animal husbandry provided some schools near their Head Quarters are selected for starting the vocations. Similarly Medical Colleges have agreed to provide expertise in para Medical Courses. What is required is a possitive policy to be evolved by the Govt. for Higher Secondary Education. Govt. should also establish co-ordination among the different Development departments and establish a Directorate of vocational education to guide all vocational courses in the state. The Board of Secondary Education should prepare the courses for both theoretical and practical under the guidelines of the Adisesshiah Committee. Teacher preparation problem should be solved by deputing teachers to the Regional College of Education at Bhubaneswar for different vocations. Orientation courses for existing teachers should also be undertaken with regard to the Academic courses, syllabuses have been already prepared. These should be enforced from the Academic Session 1979. All P. U. and Pre-Degree classes should be brought under the Secondary Education Board for this Secondary Education Act should be amended by providing more representative from the Colleges and other educationsist. A special cell for dealing with Higher Secondary Education should be provided in the Board. The present Secondary Education act excludes the elemntary education from the purview of the Board. In the amended provisions, the Board should be named as School Board prociding for Academic control and guidance of the entire school education up to 12 years as recommended by the Education Commission. These worthwhile changes are of immediate neceissity schools education has to be improved. A forward looking policy should be taken by the Board in respect of Academic matters such as modernising the curriculum by including Socially Useful Productive Work as compulsory component of Higher Secondary Education. For this orientation courses should be held for teachers and teachers' guidelines prepared with regard to electives. Interdisciplinary approach

should be developed as suggested by the education experts. Examination Reform should be performed with teacher orientation programmes and grading in evaluation should be introduced along with internal assessment. There should be provision for award of grades for sessional work, project work and tutorials under internal assesment. For all this semester system should be considered under the UNESCO slogan education "Learning to be" life long education has been insisted. We should create an awareness among the students for sustained study and independent thinking through their self-studies For this libraries of the Higher Secondary schools should be strengthened. Govt. should provide an initial grant of Rs. 10,000·00 to each Higher Secondry School for strengthening the library so that wide reading by the studedts may be possible. Principals of the Higher Secondary Schools should be given an orientation course for better management and conduct of such schools. What is required now is an all out efforts by all concerned for improvement of school education in the country. I invite the Association to evolve their programme in this direction also.

Though I have suggested all the above in consideration of realities it may not be possible to undertake all at the sametime. So it should be planned before hand indicating the clear plans of implemention according to phases.

Let us be optimistic for the future. Young people should always be full of hope for the future. It is through such a spirit that we make our progress and be worthy of the country.

Dandeswar Gogoi.
President, Open Session.
Second Annual
Conference.
All-Assam Higher Secondary
Teacher's Association.

Dergaon
18th February
1979

SIXTH ANNUAL CONFERENCE OF ALL ASSAM GOVT. HIGHER SECONDER TEACHERS' ASSOCIATION, JORHAT. 1981

(Speech of Shri D. Gogoi as appoinited speaker in the Conference)

President and the members of the Association :

I thank the Govt. Higher Secondary Teachers' Association for their kind invitation to preside over the symposium and solution of plus 2 school Education in the context of National Education Policy and to speak a few words in the open conference to-day as appointed speaker. I am glad that the Association has arranged to hold a wide ranging discussion on this most important aspect of school education with a view to apprise the Govt. the public and the Secondary Education Board, of the right policy for implementation. I hope the conclusion emanating out of these discussions, will be given due importance by all concerned.

The symposium has focused attention on the need to reorganise and strengthen the +2 stage of education in the context of National Policy of Education and suggestions for solution of the problems of Plus 2 education in the State.

In my addresses to the Aided Higher Secondary School Teachers' Association, for the last three years as well as to the State Academic Conference in 1979, I have been expressing my views on Higher Secondary Education. But I am extremely sorry to say that the implementation of Higher Secondary Education has been pitifully slow and the real objectives of the plus 2 stage has ben over-looked and cast aside by all concerned.

The National Policy of education has been clear about the adoption of 10+2+3 System. It is based on the recommendations of the various committees and commissions since 1882 with the Hunter Commission and later the Radha Krishnan Commission for university education in 1948, Mudaliar Commission on Secondary Education in 1953, Kothari Commission on education as a whole

in 1964. Subsequent review by the Iswarbhai Patel Committee on 10 year school education and by Adiseshiah Committee of the 12 year school education, make it abundantly clear why school education should be extended to 12 years and why plus 2 education should be diversified so as to include vocationalisation.

After the reorganisation of 10 year school education with the new revised curriculum introduced by the Secondary Education Board, Assam in 1973, steps were taken to introduce 2 year Higher Secondary Education along with 2 year Pre-University education for an interim period. It was then thought 2 year Pre-University education would be merged with Plus 2 education with a common syllabus and curriculum framed by the Board. But in practice, it did not materialise and hence the difficulty in solution of the problems.

History of Higher Secondary Education :—

The idea of Higher Secondary Education was organised in Assam during the first 5 Year Plan based on the recommendations of the Mudaliar Commission on Secondary Education. Assam was one of the states to accept the scheme towards the end of the 1st 5 Year Plan. The Mudaliar Commission made following significant remarks. "Had the recommendations of Hunter Commission of 1882 been implemented with some zeal or enthusiasm, the whole field of secondary education would have changed very materially and it would not be necessary at the late stage, to discuss the value of diversified courses of instruction, the place of technical, agricultural, commercial and other type of education, the need for making secondary education complete by itself and as a preparation for life and for the duties and responsibility of citizenzhip". The Commission feels that "with the enlightened consciousness of the people and with the Govt, furtherance of right type of education wonld era long, open before the youth of the country." But such an era has not opened before the youth of the country through a right type of education, even new. The Mudaliar Commission recommended an integrated course of 3 or 4 years of school

education leading to the Higher Secondary School Leaving Certificate Education. As all the High schools will not be converted to such a course, students who pass the School Leaving Certificate Education will require another year of preparation for university education whether in the general or professional courses. Hence 1 year of Pre-University Course of study should be introduced in order to make them qualify to enter the university education. The object is to prepare him for the 3 year Degree Course in Engineering or Medicine.

The Higher Secondary Education with 4 years integrated course from Class VIII was introduced in our State with Higher Secondary and Multipurpose Schools with courses in Science, Humanities, Commerce, Music and Fine Arts, Agricultnre and Engineering. Equipments for different courses were centrally purschased and distributed to schools. Science laboratories were constructed under a type design, The experience showed that except the Science and Humanities Course, other multipurpose courses could not succeed. Equipments remained unutilised From my personal experience as Inspector of Schools at that time, it was mainly due to want of qualified teachers that courses like Agriculture, Engineering could not succeed. The qualified people in Engineering and Agriculture being limited and with better prospect in other field, no such persons were willing to accept teaching profession where pay prospect was low. The Govt. also did not think it necessary to implement the scheme by deputation of such people to the school.

The 1 year Pre-University Course was not found suitable and practicable by the University and with the decision of the University to adopt 2 year Pre-University Course, the Higher Secondary Course, in the schools had to be stopped by abolishing diversification in Class IX and 2 years Higher Secondary Course was introduced after 10 Year High School Course from 1976—77 in Science, Humanities and Commerce only. The Secondary Education Board prepared the new course of studies for the 2 years Higher Secondary in consulation with the Universities. The decision to

have 2 year Pre-University and Higher Secondary was necessiatated by the vital obesrevation of the Kothari Commission that diversification in Class VIII or IX was not educationally sound as the students at this stage cannot decide which branch will be suitable for them. Instead, the Kothari Commission recommended a 10 year School education of general nature and diversification should be introduced in Class XI with different streams. Education up to the 12 years should be school education, and should be terminal also for those who want to establish in life with self-employment and continuing for those who proceed to the general higher education with 3 year degree course or professional colleges.

True Character of Higher Secondary Education :—

The nature of Plus 2 education is based on the general agreement that there is an urgent need for the transformation of education so as to make it socially relevant and purposeful. The N. C. E. R. T. Document "Higher Secondary Education and the vocationalisation" 1976 contained many important and forward-looking features. Among them, we may mention the following :—(a) flexibility in the choice of vocations and drtermining vocations with reference to the economic activities, potentialties and resources, manpowers of a particular district or a group of districts, (b) Provision for guidance and counselling for careers and courses to the students, (c) streaming of courses, (d) semester and credit system, (e) admission requirement to vocational courses, (f) extent and time allocation for core and elective courses and (g) teacher training etc.

Steps were taken by the Senondary Education Board to frame the curriculum and the syllabi of the subjects of Science, Humanities and Commerce after consulting education experts. The revised syllabus and curriculum were introduced in the Higher Secondary Schools from 1977. Syllabi for a number of vocational subjects were also prepared in consulation with the experts of the N.,C. E. R. T. but thesecould not decide about their introduction. Thus an important aspect of Higher Secondary education remained

incomplete, Govt. at the centre appointed a Review Committee for higher secondary education under the Chairmanship of Shri Malcolm Adiseshiah, the noted economic and educationist and the Committee submitted its report in February, 1978. A period of uncertainities prevailed in the State from 1976 with regard to the Higher Secondary education and hence during my term of office as Chairman, Secondary Education Board, till 1978 it was not possible to give a final shape to the higher secondary education. Even now a positive policy has not emerged. The Govt. amended the University Act to prevent further opening of Pre-University colleges with a view to strengthen higher secondary education but subsequently this was reversed when the Govt. amended the Act furrther allowing Pre-University colleges under the University colleges along with the conversion of more High School with plus 2 education. This was a retrograde decision with adverse effect on higher secondary education.

Problems of Higher Secondary Education and their Solution :—

1. The Higher Secondary stage should be recognised as an important stage in the reorganisation of education as recommended by the Education Commission. School Education should be strengthened by adding Plus 2 to the existing High Schools and it should be made a uniform type according to a phased programme during the next 10 years. The two year Pre-University classes be brought under the control and the jurisidiction of the Board so that one curriculum and one public examination can be introduced. The Secondary Education Act should be amended so as to make it stronger to deal with the problems, instead of establishing new Board of Higher Secondary education.

2. The curriculum and syllabi in all the subjects including vocational, should be framed on the recommendations and guidelines of the Review Committee. There should be two spectum, the General Education spectrum with Science, Humanities and Commerce and Vocational Education spectrum. We may agree with the recommendations of the Adiseshiah Committee that vocationa-

lised spectrum of Higher Secondary School, is a learning of the skill or a range of skills through study of technologies, related sciences and farm or other practical work. This course in the language of UNESCO, is as stated below. "These aspects of the education, process involving in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, aptitudes, understanding and knowledge relating to various occupations in the various sectors of economic and social life. Such an education would be an integral part of general education and a means of preparing for an occupational field and an aspect of continuing education". Thus Higher Secondary Education in vocation, should be distinguished from Technical or vocational education imparted in existing institutions.

With regard to the scope under this stream, the Committee suggest a foundation Course on Gandhian Economics and a subject out of nine as compulsory :—Small scale and cottage industry, Entrepreneurship co-opt. and credit facilities, marketing, sales promotion unemployment, underemployment and man power utilisation, Human relations, environmental protection and development, general exposure to world trades and classes. Over and above this compulsory, there are vacational educations out of the following :—

(a) Agriculture and related vocations

(b) Animal Management Course

(c) Horticulture based Course

(d) Co-opt. Marketing Agriculture Produce marketing

(e) Business and office management, stenography, Accounting, Telex and Telephone Operator etc.

(f) Para medical courses such as multi-purpose health workers, technician, laboratory technician etc,

(g) Education Services : Museum Keeper, Library Assistant, Laboratory Assistant, Audio visual technician, teachers for primary classes.

(b) Local body and other services.

(i) Other general service : Commercial Art, Photography.

As the country has made progress, we require a large number of people having skill in different lines for middle level employment, so, education in vocational courses are necessary. The present unemployment amongst youth, is not due to paucity of employment but for dearth of skilled personel, in the country. A well planned scheme of vocational education will help our young people to get not only employment but also provide opportunities for self employment which is necessary in Agriculture and cottage industries.

Flexibility in the Higher Seeondary Course :—

One of the important feature of the higher secondary course, is that there should be flexibility in different streams. A student should be given the facility to take a subject from the Commerce or Humanities course in science and vice-versa. Care has to be taken to see that subjects which help inter disciplinary approach, should be taken in such combinations under the guidance of the school. As as example, it may be stated that eeonomics should be allowed along with Science subjects. Similarly, it should be planned that-two subjects of similar nature should be taken together along with others of his choice. As an example, Physics and Mathematics should go together and Chemistry should go with Biological Science subjects. History and Political Science may go together and Education and Philosophy may go together. The Board should .provide the basis for such usetul combinations in the interest of future improvement of academic standard.

Another important recommendation of the Adisesbiah Committee is that socially useful & productive work' should be a compulsory part on the curriculum in Higher Secondary stage in the acadmic courses as in the case of 10 year School Education. Useful suggestions as regards the syllabus, have been made. It is necessary that wide ranging discussions should be initiated by the

Board and the Govt. as to the feasibility of implementing it. Inspite of 4 years being elapsed nothing appears to be done.

Introduction of semester system and credit system, was also suggested in the N.C.E.R.T. document. It may be stated here that semester system has been feature of education in professional colleges as well as general education in America. The details should be studied and understood and if helpful should be adopted.

Teacher Training Programme and Examination reform are other matters which should engage attention of the Board and Govt. As the curriculum and syllabi are to be prepared on the basis of the 10 year school carriculum and syllabi, the content and approach should be completely different from the traditional curriculam and syllabus. As such orientation of teachers is indispensable part of education, Similerely. objoctive based better forms of questions should be introduced in the examination for which training of teachers in the construction of such questions is necessary. The Board should take up the projects and implement it as early as possible. It is needless to say that internal assessment with semester system and credit point, can go a long way to improve academic standard.

No clear cut policy for conversion of High School to Higher Secondary.

At present there is no clear cut policy with regard to this. In my discussions earlier, I suggested that the Board should recommend to the Govt. about the schools to be converted on the basis of various records and it will be up to the Govt. to take up such number as may be possible and provided under the budget for a year. No Higher Secondary School should be considered where there is a Pre-University College as it leads to duplication. No new Pre-University College should be allowed in any place where Higher Secondary school exist.

Uniformity in the examination at the plus 2 Stage

At present, there are three examinations after +2 stage-Pre–

University (Gauhati University), Ppe-Degree (Dibrugarh University) and Higher Secondary of the Board. The syllabuses are not the same and the total marks in the final examination also vary. The total curricular weightages in the subjects being dissimilar, the achivements in terms of marks can never be comparable. But, today, they are required to compete together for entrance to the Professional Colleges and General Higher education. Govt. a few years back appointed a Committee with me as President while I was Chairman of Board with representation from the two Universities to consider introduction of a common system for Pre-University, Pre-Degree and Higher Secondary School but the Committee could not complete the work as the University did not show interest in the matter and as a result, we have to suffer. We hear daily about the allotment of crores for different works, projects and schemes but a good amount is wasted due to the defective human resources. A man of character is what is needed and it is only through a right type of education, a man of character is developed. The moral degeneration that has crept into the society, has to be arrested. So the teachers have a vital role in creating right attitude and moral fervour amongst the students from which they must first set an example. I hope the Govt. Higher Secondary Schools Teachers Association will play their part through their devoted works, to create the zeal. enthusiasm amongst the students, so that they think of wider interest of the country and the community at large against their narrow self interest. If they can show the way, society will recognise them.

Therefore, the only alternative is for the Govt. to amend the Act of Secondary Education as well as the University Acts to bring the Pre-University and Pre-Degree under the Secondary Education Board, so that a uniform curriculum and syllabus can be introduced. This will be in the line of modern thinking as the University Grants Commission, has declared that Pre-University stage is not a University stage and hence is outside the purview of University education. Attachement of Pre-University Classes with the Degree Colleges has affected the Higher education under the University.

Other problems of Higher Secondary Education :—

Higher Secondary education should be considered in the context of development of human resources in the State. Unless we can improve the human resources through education at all stage, the country's development cannot be sustained. Unfortunately, this fact is overlooked. In this respect, we may ponder whether hard work required for the students, has been possible in our institutes. Much of the time in schools and colleges is wasted. No library work is insisted. Tutorial classes are not held properly. Discussions do not take place in small groups between the teachers and students. Can we expect any improved standared in academic life in such circumstances ? While I was serving as a member of the Higher Education Committee appointed by the Govt. I had the privilege of visiting all the colleges in order to know their position. It was found that most of the new colleges were substandard with low enrolment in Degree classes for which such colleges did not receive any help from the U.G.C. Norms required by the U.G.C. for financial help are not fulfilled by them. Such Colleges can not expect to get enough grants to improve their physical conditions, library and hostels from State Govt. Most of the colleges of this nature, have large enrolment in Pre-University but very few in Degree sections. This shows that there is a great wastage in human resources as the pass percentage in P. U./Pre-Degree is small. P. U. colleges are not educationally sound as there is no effective teaching due to large numbers admitted. A class of 150 or 200 cannot be effective in the school stage up to Class XII. If these classes are brought under the Board as in the case of West Bengal, there will be restriction in the number in classes XI and XII and more High Schools can be converted to meet the demand. I hope this point will be seriously considered if we want to accept and implement new education 10+2+3.

In conclusion, I like to suggest the following in order to develop Higher Secondary Education of the expected standard in the State.

(1) All+2 education, should be brought under one organisation. In some states, a separate Board is created for this. But in a poor State like ours, we may not have the luxuory of two Boards but the Secondary Education Act can be amended to make it broad based with representation from the Higher Secondnry te chers and the State Academic Council to cope with the additional duties and functions of a Higher Secondary stage. This will help one uniform pattern with the revised curriculum and syllabus for the Higher Secondary stage.

(2) Vocationalisation at the Higher Secondary stage should be introduced. For the present one good school in every sub-division can be selected with four vocations relevant to the area and implement it by liberal financial grants or as a direct responsibility of Govt.

As regards the vocations, we may keep the guidelines of the Adiseshiah Committee in view.

(3) Curriculum shonld be broad-based with Socially Useful Productive Work as a compulsory part. Need for its inclusion now is well-established.

(4) Flexibility in selection of subjects should be allowed in different streams and between Academic and Vocational subjects.

(5) Improvement of teaching should be aimed at all branches and for this orientation of teachers should be undertaken.

(6) Conversion of schools into Higher Secoandary should be according to a plan. Board should be actively associated with such selection according to budget provision, in a year.

(7) Emoluments pay prospects of teachers at the Higher Secondary stage should be rationalised.

(8) Present confusion with regard to workload of teachers appointed for Higher Secondary Course should be sorted out. Total workload of teachers of the Higher Secondary teachers both general and tutorial / practical should be laid down by the Board and it will be the first priority of the teacher to do their job fully. Over and above, if their workload is less than the prescribed.

minimum, such teachers should be earmarked for subjects of similar nature in Classes IX and X only. The routine for the Higher Secondary should be separate and its administration should be entrusted to the Principal only. Library reading for tbe students under suprevision of the teachers should be provided. Teachers must feel that the school is one whole and social life of give and take should be built up with Higher Secondary teachers taking a lead for improvement of teaching as a whole including the H. S. classes.

(9) The Board should under their guidance and supervision develop one or two good schools as autonomous schools as an experiment to see whether desired objects can be achieved. The overall guidance and supervision should continue with the Board while the teachers as whole exercise their responsibility to experiment in academic and other areas according to their ideas. Thert should be an advisory council to oversee the work with coordination from the Board.

(10) Difficulties of the schools with regard to staffing, finance Library etc. should be promptly removed by the Govt. for which Inspector of Schools of area should be given authority in administration.

(11) Examinations Reform with inproved types of questions and question papersshouldbe introduced Teacher Orientation Programme should continue. Training of paper setters on reformed examination should be also continued in collaboration with the NCERT.

(12) Students and teachers must work to build up their institution by hard work and try to prove that their achievement and standard is such that it will help them to receive Higher education in different fields or to get established in life with honour by self-employment.

Jai Hind—

HIGHER SECONDARY TEACHERS ASSOCIATION—DHUBRI

Hon'ble Education Minister, distinguished guests, of the Association, Ladies & Gentlemen present.

I consider it a unique apportunity to associate with you in this open conference.

I offer my thanks for selecting me to preside over the Annual Session of the Higher Secondary Teachers' Association where plus Two education is being discussed with a view to its implementation in our State. I hope the discussion will be fruitful and concrete measures will be taken by the Govt. in the context of revolutionary changes contemplated in Higher Education of the country.

Education to be real and meaningful must be related to life and there is need to transform education so as to make it socially relevant and purposeful. In this context, the N. C. E. R. T. has published a decument on Higher Secondary Education and its vocationalisation containing many forward-looking features which should merit attention of the educationists and teachers.

Though a national pattern populary known as 10+2+3 has emerged after a long range of deliberations, yet, its process of implementation came for criticism particularly with regard to overloaded curriculum and voluminous textbooks. Govt. appointed two Review Committees, the Iswarbhai Committee to review school education upto Class X and the Adisesiah Commitee to review the plus Two stage of education including vocationalisation. Reports of both these Commitees are out and these are being discussed by the educationists with a view to introduce worthwhile changes. The COBSE in their last meeting at Chandigarh accepted the main recommendations of the Iswarbhai Committee in the following respects. (1) Flexibility in the curriculum according to the local consideration, (2) Lessening of the curriculum load, (3) Introduction of 'Socially Useful Produetive Work' and giving it the prime position

in the curriculum and making it an essential component from Class I to Class X and alloting 20% of the time for this, (4) Limiting the number of subjects for the Public Examination etc. up to the end of Class X to 7 wherein Socially Useful Productive work will be given status of a full fledged subject, (B) Provision for one optional elective subject for secondary classes. Board of Secondary Education, Assam has now constituted a Committee to study in depth the guidelines and the suggestions of the Iswarbhai Committee with a view to accommodate relevant recommendations.

It is felt that the new features of the 10 year school should be reflected in the curriculum for classes XI to XII. Some of the important recommendations made in the N. C. E. R. T. document referred to above, relate to vocationalisation and choice of vocations at+2 stage, streaming of courses, introduction of semester and credit systems, provision of vertical moblity for students who pursue vocational courses, provision of guidance and counselling for careers and courses to the students microplanning at district level and assessment or manpower needs and provision of special facilities for improving the quality of life in the rural areas.

The Review Committee have framed their recommendations on the above issues keeping in view the national goals and priorities formulated for the country's development for the next 6th plan.

If education has to be reorganised on the basis of the recommendations of the Review Committees for 10 year school and+2 stage, it is necessary that Higher Secondary Education at the +2 stage be be recognised as school education under the reorganised pattern of education and the present duel system of Pre-University and Degree under the University and the Board be abolished and the +2 stage be brought under one agency as is done in almost all the States. Higher Secondary Education must be organised with a view to vocationalisation so as to divert a large number of students from academic courses to practical courses. This will envisage a fundamental change in the curriculum for +2 stage.

There should be diversification at the Higher Secondary stage

and so the Review Committee has recommended under two broad components—one General Education Spectrum—the aim of which is to prepare students for University education in the Arts, Sciences or for professional studies such as Agriculture, Engineering, medical etc. The other component will be the vocational spectum which will emphasise learning of a skill or range of skills through study of technologies, related scienees and farm and other practical work. This vocational course will be different from ITI or Polytechnic courses. UNESCO has defined this in the following words "these aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, aptitudes, understanding and knowledge relating to occupations in the various sectors of economic and social life. Such an education would be an integral part of general education and means for preparing for an occupational field and an aspect of continuing education". This spectrum will also provide scope for further contuinuation of students in the line by completing certain courses and provide for more employment possibilities and for selfemployment.

The pattern of courses under General Education Spectrum include teaching of languages, socially useful productive work and three electives with further provision of another as optional. With regard to electives, the Committee has recommended flexibility in choice of subjects out of a total number of 16 subjects out of a total suggested in the report and inter and multidisciplinary approach is recommended. With regard to language, only one language at the option of Useful productive work as in 10 year schooling is a compulsory component at +2 stage. This aspect must never be lost sight of. In terms of duration, 15% of the total time is alloted for languages, 15% for Socially Useful Productive work and 70% for the electives.

In the case of course pattern for the vocationalised courses the Committee recommended 15% time for language, 15% for a general foundation course and 70% for the electives.

The objectives of the General foundation course is to enable the students to become aware of the need for rural development and self-employment, understand the place of Agriculture in the national economy, develop skill and manegerial abilities to run small-scale and cottage industries and gain in sight in to the problem of unemployment, under employment, under development and economic backwardness in India.

Of the 70% of the time for Vocational courses, again 50% of the time should be devoted to practical exclusively.

As regards the type of vocationalised courses, the committee has placed importance in Agriculture and related vocations such as agriculture farm-mechanics and engineering, basic programme in fruit and Vegetables, inland fisheries etc. Other courses such as animal management based course such as Dairy, husbandry, poultry farming etc. can be considered,

There are numerous vocational courses under Business and office management, para-medical, education services, local body and other services. Home Science etc. are listed in the report. On the basis of opportunities for employment and local needs, courses can be selected by a Higher Secondary School.

Usefull suggestions are made in the report with regard to the implementation of the Higher Secondary education, (i) that there should be no rigid streaming of courses in General Education and vocationalised education spectra. One should be allowed to take general and vocationalised courses in accordance with facilities available and demands in the region. A student should be free to offer either General Education or vocationalised course or a mix of the two, particularly in relation to vocational course, (ii) that there is the need of counselling and guidance to the students and parents and recommends placement officers for every 3 or 4 Higher Secondary schools. (iii) The report places great importance on teachers and recommends re-organisation of teacher education. Unless a teacher is prepared by way of pre-service and in-service education to take up the new challanges of education, the objectives of +2 reform will not be achieved. In this respect the University who are

responsible for pre-service teacher education are to re-organise and reconstruct the teacher education curriculum for graduate and post-graduate classes so that their products who join the teaching profession in the schools are completely committed to socially useful productive work and community services. Such an attitudinal change in the future generation of teachers will faciliate such attitudinal change in the students. It is on the bedrock of teacher-training for both existing teachers and future teachers that success of the whole scheme of +2 with its broad objectives lies.

The report also recommends the NCERT scheme of semester and credit system for both General and vocationalised courses and also award of grades (iv) The report lays down the utmost necessity of co-ordination among all concerned agencies and Govt. Deptts. which would eliminate the present anomalies in training particularly in the vocational sphere.

It will be evident from the above discussion that far reaching changes are coming in the educational sphere and these changes point out to the course of modern development. It is not possible to avoid these if we want to serve the needs and aspirations of the younger generation. Vast changes in construction of curriculum, method of teaching and evaluation have been affected both, in the developed and developing countries and the guidelines for this are provided by UNESCO. In this context, changes for implementation of education in all the spheres have been initiated under the Kothari Commission Report and the speed with which we can move with the changes, will shape our education.

Already 10 year of school has been re-organised with rich content and the next phase of +2 recognised as school education, should be reorganised with the general and vocationalised courses. Govt. is therefore urged to take action for the same.

The curriculum and the syllabus for +2 have been prepared by the Board with the help of experts and these have to be introduced in the Higher Secondary schools with such changes as suggested by the Review Committee. Board is now addressing itself to this

important task to finalise the various courses in the general and vocationalised spectrum for +2 education.

Higher Secondary Education under this new pattern should take into account that aims of future development which are recognised as removal of illiteracy, economic poverty and destitution and improvement rural life of the people. In order to build up competence and skill for employment and self-employment, practical vocational courses specially on agricultural and allied aspects and cottage and rural industries should be opened in rural areas in Higher Secondary Schools. The present imbalance of education in teaching more for urban areas be reassessed and greater emphasis placed for rural areas.

So what is needed is a local policy on the part of the State Govt. to implement Higher Secondary education at +2 stage on the basis of the guidelines of the Review Committee. The Higher Secondary Schools and the teachers must accept the challange and appreciate fully to implement Govt. programme of massive adult literacy through better organisation of NSS services for which allotment of founds made by Govt. of India should be earmarked for Higher Secondary Schools also.

Problems and difficulties for +2 stage

At present Higher Secondary Schools have to face numerous problems and unless the difficulties are removed, standard of education cannot be improved.

Number of subjects allowed by Govt. is too meagre to allow wider choice to the students to elect. Hence a provision for 10 subjects should be made under general education courses for each school out of 16 subjects suggested by the Committee and the students be allowed to select any-one out of it for any discipline, with one more as optional. Inter and multidisciplinary approach will provide wider choice and help development of creative attitude. There should be 3 or 4 vocational courses as may be considered in the appropriate in the region with limited number of students for each subject. In the second place, more grants should be given for

library and science practical classes and equipment for the vocational courses. At present a meagre grant is given. As sustained work is necessary, schools should be provided with better equipments in science and library. Modern education insists on self learning for which a strong library with reference books for advanced study is required. This has been neglected so far.

Thirdly a norm for total hours of work for Higher Secondary teachers in terms of the syllabuses prescribed should be laid down by the Board and agreed to by the Govt. At present complaint is made that Higher Secondary teachers are mostly used for lower classes to the determent of the Higher Secondary classes. Provision for tutorial classes should be made for Higher Secondary students. A Higher Secondary teacher should be given classes for lower classes only when he fully discharges his duties for his own class.

Since Socially Useful Productive Work has become a compulsory component in Higher Secondary Education, NSS which is at present in the University should be also provided to Higher Secondary School. For this, State Govt. should allot sufficient funds out of Govt. of India grant. The adult literacy programme and rural survey work can be undertaken as regular work under NSS and this will enable the student to associate with the community service.

In order to effect smooth implementation, teacher training programme should be undertaken. The Board has under its programme, such orientation courses for each subject to acquaint the teachers with the objective of the syllabus, method of teaching and evaluation. To remove shortage of teacher for vocational courses, advantage may be taken of the facilities provided by the Regional College of Education, Bhubaneswar. A large number of courses both correspondances and regular are run and if we depute a number of teachers, every year we may have trained teachers to undertake our programmes. Govt. is therefore urged to take a forward look in to the school education upto +2 and take decision in conformity with the national guidelines so that Board may

undertake preparation of courses and lay down other condition for recognisation of schools.

I would like to request your Association to implement the +2 course with earnestness and faith. We must develop faith in it and this will enable us to devote to the course of education I hope this young association will take this a challenge and chalk out their programme for future and justify with results achieved in the field.

One of the undesirable feature noticed in the existing college is overcrowding in the Pre-University/Pre-Degree classes. In the interst of improving qualities of education, university should lay down the muximum number that can be admitted in a class. A minimum achievement in the HSLC examination should also be laid down for admission. There is considerable wastage and lack of intimate contact with the teacher and students because of the large class.

Higher Secondary Schools generally suffer because the better students want to go to colleges at first. Recent expansion of Higher Secondary education with more schools in rural schools is welcome but this has posed the problem of shortage of qualified teachers. A national policy of the Govt. with regard to their pay scales vis-a-vis college teacher should be adopted. Govt. also should appoint as Principal of Higher Secondary School, a teacher with sufficient experience and with a post-graduate degree Teacher selection should be entrusted to an independent body for this purpose.

I have only mentioned only a few things that came my way. Deeper considerations are expected from you all and your Association.

Jai Hind.

D Gogoi
Chairman SEBA.

Welcome Address of the President, Reception Committee

10TH ANNUAL CONFERENCE

All Assam Higher Secondary Teachers' & Employees' Association

Held at

Kamrup Academy H. S. School, Guwahati.

March—1-3-1992

President, Chief Guest and other guests, delegates of the conference, ladies and gentlemen and students present.

I am really glad that the Kamrup District Branch of the Teachers' and Employees' Association of Higher Secondary Schools have requested me to be president of the Reception Committee of their 10th Annual Session and I offer my thanks for this.

I have the pleasure to inform you that since the inception of your conference, I have been associated in different capacities with your deliberations. I presided over several conferences where I have explained the purpose, need and importance of education at the Higher Secondary stage. I was also the President of the Reception Committee in 1982 at the same venue.

I am glad to bring to your knowledge that I was entrusted with the task of preparing the present curriculum and syllabus of the Higher Secondary stage when the Govt. decided to constitute the Higher Secondary Council. I took about 4 months to finalise the task and took help of experts from the State as well as from the NCERT. The curriculum and syllabus prepared by us was later accepted by the Higher Secondary Council with some modifications.

The importance of Plus 2 stage in our educational set up cannot be exagarrated. The present curriculum, in my opinion, is broad based taking care of inter disciplinary principle and cocurricular, activities, a new dimension in educational field for formation of character and moral status as future citizens. Provision for Rovering and Rangering and NCC have been provided. But I am sorry to say that out of grants sanctioned by the Central Govt.

through the channel of UGC, no share has been provided to the Higher Secondary Council for organising N.S.S. activities at the Higher Secondary stage. This was pointed out to the Govt. for providing funds for the NSS. I hope the conference will press this At present Higher Secondary Schools which are outside colleges are absolutely excluded.

You may be aware that from this year, syllabus in different academic subjects have been bifurcated into two parts under which syllabus up to class XI will be internally managed and the question papers are provided by the Council. The examination at the end of Class XII will be conducted by the Council on which assessment will be made and results declared. This yeary's final examination showed marked increase in % of pass both in Arts, Commerce and Science and this provides more scope and advantage to the students pursuing this course. Thus our syllabus is in accord with the syllabus of most of the Councils of Higher Secondary examination in other States of India.

The standard of education at different stages has, detoriated including Plus 2 due to the peculiar situation prevailing in the state but we are glad to note peace has been restored making it possib e for proper academic atmosphere.

There is now the great need to restore academic atmosphere so that our brilliant students can work for competing in all India levels in India as a whole.

It is therefore the duty of the teaching community to help

Due to various difficulties, District Association could not make elaborate arrangement. We therefore hope any inconvenience will be excused and you will excuse any lapse.

The school where the conference is held has played a historic role in its growth. It came into existence as a protest against the Cunninghum Circular and it has fulfilled its hope laid down by the founders. Many of the leaders of our state including late G. N. Bordoloi were associated with this school. This school is also mother institute of many educational institutes.

I need not say anything about Guwahati which is an ancient city with rich traditions and also the gateway to the north east.

I hope delegates have found it at home in spite of our poor arrangements. They have exchange of thought with the colleagues in the field of activities. I hope they would make the students and the guardians happy by their service, work and devotion. I have every hope, the community will never fail to project a better image of them and the Association after successful deliberation in this session.

With my best wishes and affections to all. I have extended our cordial welcome to the distinguished guests who graced the Association's meetings and thereby inspiring the teachers and employees.

D. Gogoi
Retd. Chairman of SEBA
President, Reception Committee
10th Annual Conference,
A. A. H. S. T. & E. A. Guwahati.

PRESIDENTIAL ADDRESS
THIRD ANNUAL CONFERENCE OF HIGHER SECONDARY TEACHERS' ASSOCIATION
BIHPURIA
LAKHIMPUR DISTRICT

Members of the Reception Committee, members of the Association, distinguished invitees, ladies and gentlemen :

I express my deep gratefulness for kindly inviting me to preside over the annual conference this year also. I had been given the privilegde to preside over your last two conferences since its inception.

I do not know how far the Association has been successful in getting implemented the various suggestions I made during the last two sessions. I hope the Govt., the Board and the Association have given careful consideration on the suggestions I had made with regard to the Higher Secondary stage of school education of our State.

We are meeting at a time when our State is passing through a critical situation in which the students and teachers are deeply involved. The question of foreign national issue has been a live issue as the socio-cultural identity of the Assamese people has been threatened. The students under the leadership of All Assam Students Union, have taken up the cause regarding deletion of names of all foreign infiltrators from the electoral rolls and their deportation from the country. A good number of youths have to sacrifice their lives due to atrocities committed on the non-violent and peaceful stndents in the civil disobediance movement. We should pray for the eternal peace of those who laid down their lives on this occassion. It is a happy sign that all-ranks of people irrespective of language, religion, caste etc. have their moral support to the issue and desire a happy solution of the problem. The people have appreciated the dignified manner in which the

movement is conducted and the wise and mature leadership shown by the All Assam Students Union. The students have all along appealed to the people to be calm and not to take any retaliatory action. This is something unique but it is not properly projected to the outside the State. We hope and pray that a happy solution will be found and normalcy will return to the country, so that education of the children does not suffer.

Nature and Character of Plus 2 Education :

I have dealt exhustively in my last two presidential reports about the nature and character of the Plus 2 Education under the news pattern. Under the new pattern of Education 10+2+3 according to the recommendations of the Kothari Education Commission, school education has been organised under 10+2 with the control and supervision to be vested in the school Boards. The Plus 2 Education is excluded from University Education and hence delinked from the university education. The Uuiversity Grants Commission has excluded the 2 classes of Higher Secondary Education from their purview. But unfortunately, the new pattern has not emerged properly in our State and the two classes are still continued as appandage to the Degree Colleges under the Central and supervision of the University as Pre-University and Pre-Degree Classes, side by side with High Secondary Classes under the Secondary Education Board. This dual system with the examination after 2 years of Plus 2 under 3 authorities is neither good nor conducive to the healthy system of education. As such Govt. should take action to bring the entire Plus 2 Education under one authority viz., the Secondary Education Board. In this connection, I suggest that though the present Act of Secondary Education includes higher secondary stage of education, yet, it is uecessary that the Act should be amended so as to provide for better representatives from the Higher Secondary teachers and Principals and other educationists in the management of education. The main purpose of bringing the two classes now attached to Degree Colleges, to the school stage, was to make education broad based and to

cater to diverse interest in the national life. Secondary Education instead of catering to purely academic line in the University education should provide for practical courses leading to further professional education and other practical courses under vocational education in order to get established in life. Many sided economic development in the country, requires a variety of professional skills and it should be the responsibility of the Higher Secondary stage to prepare such middle level technical persons required in the country. So vocationalisation of secondary education is urgently called for. Higher Secondary Education should provide for vocationalisation of secondary education. The curriculum and syllabus for such education in different areas, have been clearly spelled out in the Adiseshiah Committee report. These were also clearly spelled out in my last presidential address. I, therefore, feel that the Govt. should adopt a positive policy with regard to vocationalisation if it is sincere to implement the new education with Higher Secondary stage. Govt. should discontinue the Pre-University and Pre-Degree classes from the University education and bring these under the Secondary Education Board along with the conversion of more schools to Higher Secondary and entrust the Board to introduce a uniform syllabus with a common examination at the end of Class XII. Teaching in Arts, Science and Commerce courses may continue as at present in the colleges but should be under academic control of the Board and the syllabus and curriculam should be as may be prescribed by the Board as is one in W. B. Along, with it, some schools may be selected for vocational courses and they may be helped with expertise and other facilities to make the courses successful. The curriculum should be more or less as recommended by the Adiseshiah Committee with adoptation to local needs. The ground work was prepared when I was the Chairman of the Board but these were shelved.

Structure of Higher Secondary Education :

At present, we have the following pattern in our State under

the new pattern of education—Primary Education with 4 Classes from I to IV. Higher Primary or Middle with 3 Classes from V to VII and Lower Secondary with VIII to X and Higher Secondary with XI and XII. In order to make the structure viable, it is necessary that the elementary stage should be extended up to Class VIII by dividing it in to two stages of 4 Classes each i.e., I to IV and V to VIII. The next stage should be 4 Classes with IX to XII divided in to 2 Classes each. At the end of Class X, there will be a public examination as at present and at the end of Class XII, there will be another public examination. This should be a terminal course for those who pursue purely vocational courses and others will proceed to professional courses and general university education thereafter. Existing High School should be bifarcated in to Junior High School with 4 classes under the management of one Headmaster and the next 4 classes may be designated as the Higher Secondary School with Classes IX to XII under a Principal. One more class will require to be added to the existing M. E. Schools. At present a Higher Secondary School with Classes from V to XII is not suitable as the age range of students is two big. The seperation of school in to Junior High School and High School with Higher Secondary Classes will make it psychologically suitable and help achievement of a better standard in school education. I would appeal to educationists to consider this suggestions : The Govt. and the Board may also give their consideration regarding the practicability and feasibility of this proposal.

Curriculum and Syllabus :

Already school education upto 10 years has new curriculum and new contents in syllabus. This has been introduced in our State from 1973. It is necessary that the new features of the 10 Year School should be reflected in the curriculum and syllabus for Plus 2 stage. Some of the useful suggestions made in a N.C.E.R.T. document for Plus 2 stage, relate to vocationalisation and choice of vocations at Plus 2 stage, streaming of courses, introduction of

semister system with credit points, provision of vertical mobility for students who pursue vocational courses, provision of guidance and counselling for carrirs and courses, micro-planning at district level and assessment of manpower needs, are other useful suggestions. The pattern of courses under general education spectrum, include teaching of languages, socially useful productive work and three electives with further provision of one as optional. As regards electives, the Adideshiah Committee recommends flexibility so that a student can select any three electives out of a total number of 16 subjects suggested in the report and in this respect inter disciplinary approach is recommended. The details of the subjects have already been dealt with in my last presidential report. The report has specially suggested that Socially Useful Productive Worksshould be an integral part of plus 2 curriculum. In terms of duration, 15 percent of the time is allotted to languages, 15 percent to Socially Useful Productive Works and 70 percent for electives. In the case of course pattern for the vocationalised courses, the report suggest 15 percent time for languages, 15 percent for general foundation course and 70 percent for electives. The objectives of a general foundation course is to make the students become aware of the need for moral development and self-employment potentiality to understand the place of Agriculture in the national economy, to develop skill and managerial abilities, to run small scale and cottage industries and to understand the implications of the problem of unemployment under employment and economic backwardness of the country. Great emphasis is put on practical work in case of vocationalised subjects and 50 percent of the 70 percent of the time must be allotted for it. With regard to vocational electives, the report mentions the following areas as suggestive :

(1) Agriculture and related vocations such as inland fisheries, Basic Programme in Fruit and Vegetables, Agriculture, Farm mechanics and engineering, Agro-based industries, Animal management courses, Horticultural based courses etc.

(2) Non-agriculture vocational courses such as Business and office management, Stenography and typing, Talex and Telephone operators, Marketing and Salesmanship etc.

(3) Para-medical course such as laboratory technician, Radiology technician, Opthalmic, Dental technician etc.

(4) Eduction service-such as Museum Keepers, Library assistant, audio-visual technician, Music and Dancing teachers etc.

(5) Local Body and other services—such as Village level Worker, Extension worker, Journalism etc.

(6) Home Science related vocations such as Hotel reception and management, Laundry, Food Processing and Preservation, Dress making and Designing etc.

(7) Othet General Services—such as commercial art, photography, printing etc.

Choice of the vocations to be determined according to local need after the district survey is made. So that after the completion of the course, the students can get employment or become self-employeed for which assistence from Govt. should be provided. These courses should be for 2 years under the general pattern. But other short time courses for 1 year or less can be arranged under non-formal education.

It will appear from the above that curriculum as envisaged at the Plus 2 course implies a fundamental and radical departure from the traditional approach now followed. With regard to context in the academic courses also, a greater insistence or quality is insisted.

In the Inter-disciplinary approach under which a student is given option to select a subject from any of the streams including a vocational subject the concept is a fundamental departure from the present traditional view. It is therefore necessary that along with introduction of Higher Secondary Courses in more and more schools in rural areas, Govt. and the Board should take other consequential measures for strengthening the course in order to achieve the desired result.

Professional Growth of Teachers :

With the introduction of Plus 2 education under the new pattern, professional growth of teachers must be increased. With the introduction of Socially Useful Productive Works and community Service as compulsory and integral part of education at the higher secondary stage for all students offering general education and of vocational courses, there is need for reorganisation of teacher education unless a teacher is prepared by way of pre-service and inservice education to take up the new challenges of education, the objectives of Plus 2 education will not be fulfilled.

The elective subjects under general education also necessitate a fresh look at the context and methodology of teacher education and call for orientation of existing teachers through inservice courses. These training courses should be organised in such a way that necessary attitudinal change can be brought about and this will bring the necessary change in the school going children later. There is thus a great responsibility vested in the University and Training Colleges. The N.C.E.R.T. has alredy given the guidelines in this respect.

In this connection, the teachers emoluments and other benefits becomes relevant. In order to enable the teachers to discharge this new responsibilities he should be adequately reoriented and hence it is relevant about his status and his scale of pay which should be at par with others doing similar works. The Board of Secondary Education can play a crucial role with regard to the inservice training of existing teachers. Necessary changes in the training course syllabus can be brought about by the Universities.

In order to improve their professional abilities, the teachers can take advantage of different facilities offered by the Regional College of Education at Bhubaneswar. They can join the correspondance course and also Post Graduate Courses for this purpose. Inspite of wide facilities offered to the eastern region, facilities are not availed of by the Eastern States including our State. As a member of the management committee of the college, it was

pointed out to all the State Govts. in the region. I am glad to record that while I got sympathetic response from Govts. of Meghalaya, Nagaland and Mizoram, no reply was received from our State Govt. about the steps taken by it. It is my view that unless we can take full advantage of the facilities provided by the National Institutes like Regional College of Education at Bhubaneswar, N. C. E. R. T. in Delhi, we cannot improve quality of education, our younger generation will suffer and ultimately this will make our state poorer.

Examination and Evaluation :

Examination Reform was undertaken in our State when the 11 year Higher Secondary Schools were started during the 1st 5 Year Plan and a good number of teachers including paper setters were trained with the expertise provided by the N.C.E.R.T. when I was the Secretary of the Board. Later examination was reformed when the new pattern of 10 year school was introduced. This has been further strengthened in 1974 when I become the Chairman of the Board. It is necessary to carry forward this programme by completing the remaining works both at the High School stage and at Higher Secondary stage so that examination can become objective, reliable and purposeful.

The N.C.E R.T. in their document "Higher Secodary Education and its Vocationalisation" visualised that the courses at Class XI and XII should be designated as semester courses in each subject. It recommended that performances of a student may be indicated by grade awarded in each semester course and on completion of the requirements laid down for a course by the award of credit for the course. The question whether this stage of school education, should use the semester credit system, is a devotable point. While the semester system has obvious advantages such as regularity in studies, reduction of total curriculum load with the completion of a semester, greater flexibility in pursuit of courses, yet there are difficulties in its implementation such as multiplicity of examinations, non-availability of continuous working period in a semester

due to the present pattern of holidays and want of textbooks and their preperation semester wise etc. The preparation of teachers is also a pre-condition for its introduction. As such the whole question of having examination by semester system should be discussed by the educationists. The Association may also study how this has been introduced and implemented in the professional institutes in our country.

We may also consider having Higher Secondary education in two parts—one after 11 year Class and the final after 12 year class —the final result being awarded on the basis of both the examinations. This will reduce the curriculum load. It is possible to consider a system after which greater emphasis can be put for internal assessment by the schools.

Method of teaching and Textbooks :

New educational technology has been developed and it is necessary that this should be utilised by our teachers in their methods of teaching used in the classrooms. In the beginig of the session, the staff should take cognisance of both factors that facilitate and obstruct smooth working of the programme and modify their plan for the year. Every teacher should prepare outline of his course stating the major objectives and the strategies of teaching and goal expected to be attained by the students. In order to motivate the students, outlines of topics be prepared and provided to the class with the evaluation procedure he will adopt. Relevant and necessary references and chapters on textbooks be also provided and library works should be insisted.

A fundamental change in teaching is called for spoon feeding has to be replaced by library studies. Greater emphasis to be placed on self-learning. As education is a training of mind to develop mental powers, problem solving method should be resorted to. Modern method emphasises objective based instruction and content analysis and as such the teachers must be oriented to these new concepts through inservice training.

Another area which is new in our curriculum is the Socially

Usefull Productive Work which should be a compulsory and integral part of education in Plus 2 stage. According to the Adiseshiah Committee Report SUPW introduced in 10 Year School Curriculum should be carried further to Plus 2 stage. Detailed guide lines for this have been provided in the report SUPW at plus 2 will be of practical nature and undertaken under appropriate supervision and planning. It will help achieve the following objectives—(a) Incalcation of positive attitude to work with the students, (b) Identifying themselves with community by rendering Social and Community Service, (c) development of the habit of co-operative work, (d) learning to apply ones' classroom knowledge to solve day to day problems. (e) Participation in nation building activities, (f) realisation of goal of national development.

In order to organise such a programme, the teachers must be oriented to the new concept and philosophy of SUPW. So that project areas for SUPW can be selected according to conveniance of every school.

Bharat Scouts & Guides, Assam has undertaken a programme to expand scouting by organising Rover and Ranger crew in the colleges and Higher Secondary Schools. I hope young and energetic teachers will come forward for training. So that through Rovering and Rangering, SUPW can be undertaken in a more meaningful way. I have also suggested that Rovering and Rangering be included as an alternative to SUPW at the Plus 2 stage also.

We may also consider the suggestion that SUPW at the High School and Higher Secondary School stage be organised an continuous internal assesment on a 7 point grade and the grade obtained by the student under internal assessment be shown in the certificate issued by the Board seperately and not included in the total marks for determination of a division. We should work upon this new idea and prepare necessary grades with a view to adopt it ultimately when the infra-structure is built up in the schools.

It is needless to say that textbooks must be prepared on the new lines so that unit teaching can be facilitated with an in built

evaluation system. There are paucity of text books for Plus 2 now. So a massive programme may be undertaken to remove this defect.

Difficulties :

In my 1st presidential report I highlighted the difficulties of Higher Secondary Schools. I am sorry to observe that the difficulties have increased with the conversion of more High Schools in to Higher Secondary Schools. I want to reiterate these again with the hope that these difficulties will be removed.

(1) Number of electives granted to a Higher Secondary School is too meagre to provide a wider choice to the students. Hence provision of at least 10 subjects for the general education course be made for each Higher Secondary School. There should be at least 4 vocational courses when it is granted.

(2) Grants provided by Govt. for implementation of Higher Secondary course, is very small. Hence, larger non-recurring grants for building equipment and library should be made available. In a survey conducted by the undersigned while conducting a training course for teachers of Economics it was found that the most of the Higher Secondary Schools had any reference book on the subject. Even the textbooks are wanting in the schools. It is hardly possible to achieve any result with such disappointing feature regarding Library. I was given to understand that no library grant was made by the Govt. It is therefore recommended that whenever a new school is converted in to Higher Secondary one, at least Rs. 10,000·00 should be provided for library. The Association should also demand this in the interest of improving quality of education at Plus 2 stage.

(3) Teaching load for Higher Secondary teachers should be laid down by the Board. Provision for tutorial classes should be made and this should be insisted at the inspection by the Board.

(4) The principle of conversion of schools in to Higher Secondary Schools is haphazard. A more rational principle should be adopted. The Secondary Education Board should be entrusted to select schools and to recommend to the Govt. Govt. should

finally select out of such a list according to the financial provision in the Budget. This will help smooth transition with academic standard being maintained. Regarding selections of teachers and Principals, a non-official Board on the lines of the selection of college teachers and Principals be constituted by the Govt. Qualified teachers are leaving the Higher Secondary Schools to the colleges and hence there is a dearth of teachers in Higher Secondary Schools. Their pay and emoluments should be considered at par with those working in Pre-University and Pre-Degree classes attached to a college.

(5) Secondary Education Act should be amended as the present Act has been defective, so as to make provision for larger representation of educationists and the teachers and principals. Necessary review of the present Act may be made by the Govt. with a view to incorporate the new items in the Act.

I would like to request the Association to take steps for creation of a better climate of education in order to achieve quality in education. The teachers must grow professionally in order to have confidence on their work and inspire the students under their control. It is the teacher and no body else however high may be in the administrative, who can inspire the students under him. Hence his devoted works in the profession he chooses, alone can deliver goods and the Society can be ultimately benefited. Hence increasing participation of teachers not only in academic matters but on other aspects which would the social attitude of students is of great importance. It is to this challenging task that I invite all the teachers. The Association should encourage this and work for it along with redressal of their grievences.

I hope and pray that the newly created Association will be given due importance, in the implementation of the educational policy and their joy in the shaping of policy of education in the State.

I wish them good future.

ADDRESS BY DR. D. GOGOI ON THE OCCASION OF PRESENTING OF THE AWARD 'SIKSHA RATNA' BY THE STATE ACADEMIC COUNCIL

Hon'ble Education Minister Shri Brindaban Goswami, Chief Guest. President of the Annual Conference Shri N. Kalita, Chairman and members of the Reception Committee of the 5th Annual Conference, Members of the Executive Committee of the State Academic Council and general members of the Council, Ladies and Gentleman and my dear boys and girls.

Nagaon District Academic Council has invited the 5th Conference of the State Academic Council to be held in Nagaon, though there was invitation for it from one or two District also. There has been a gap of several years since the 4th Conference held in North Lakhimpur in 1984. Reason for the gap is due to certain unavoidable factors for which I was responsible. Members might be aware that I sustained a serious injury to my leg due to accidental fall in a manhole of the street, nearby my home in September 1986 and this kept me confined for treatment in G.M.C. Hospital more than 2 months and, later I had to go for treatment for another few months to all India Institute of Medical Sciences, New Delhi from 1987 to 1988. It was for this reason that the Executive Committee could not hold the Conference in time. Nevertheless, the General Secretary and the Assistant General Secretary have done all correspondances and kept contact with the District Councils. I, therefore, seek the indulgence of the members to condone the delay. I cannot forget the expressions of love and sympathy extended to me by the members with some financial help even for my treatment. I express my deep gratitude to all for their love and sympathy in my bows of misfortune. Though I was not completely cured, yet I am in a position to continue my normal life as before.

The idea of having an organisation of the Heads of schools

first arose in the minds of a few dedicated Headmasters and the idea came to be realised with the initiative of the Sibsagar District Council through their forming an Adhoc Committee in 1974 and the draft constitution being adopted in the Golaghat session in November, 1977 with representatives from 4 Districts. The Second Annual Conference was held at Morigaon, the 3rd in Guwahati and the 4th at North Lakhimpur in 1984.

The need of such an organisation with affiliated branches in the Districts with respective Inspectors as the ex-officio Presidents has been a moral idea. In an underdeveloped country like ours, future largely depend on the kind of education that we provide for the coming generations. The Committee's main duty is to consolidate and improve the standard of education at all stages, specially at the secondary level. It depends upon actual work done by the Districts and it has to keep close contact with the Education Department and the Board for its programmes to improve education in the field. It is a matter of great satisfaction that the State Academic Council has been recognised as an Advisory body to help the Govt. and the Boards with their views. We offer our sincere gratitude to Shri Brindaban Goswami, Hon'ble Minister of Education, Assam, who has made this possible. The Council will remain indebted to him for his great urge to improve education of our State.

In this connection, I cannot but point out certain measures to be taken by the Govt. and the two Boards.

Along with grant of Advisory status to the Council, way should be made to give representation in the Secondary Education Board and the Higher Secondary Council, if necessary, by amending the Act. Our views on various matters of policy can be given for consideration both to the Government and the Boards. It is, however, a matter of sorrow that the two Boards have never sought advice from the Council in matters of policy of examination, so far, in a regular way.

We are not happy with the functioning of the Secondary

Education Board as for the last few years. Innovations are not found. The Examination Reform Programme did not make further progress. Academic innovation in the implementation of the syllabuses, is not up to date. I hope the Board will be dynamic with full use of Academic officers, in respect of the improvement of standard of education.

The Higher Secondary Council, has been slow in implementing the new curriculum and syllabuses which were prepared in 1984 prior to the formation of the Council, with me as Chairman. The same was handed over to the Council for implementation so that our boys and girls do not leg behind in the competitive world. The progress is slow and it is not completed as yet. The Council has tried to be thorough and full proof in implemention.

Manner during vacations and other days as part of the curriculum as per provision of the S. U. P. W. should be made a part of planing.

Head of the institution should play a key role for this institutional planning and organisation.

The Board of Secondary Education has further revised the curriculum recently and it is a matter of satisfaction that the syllabuses for Social Studies and Science have been updated. But teachers 'provision for teaching the enriched curriculum has been inadequate and hence Govt, should consider to increaseteachers the strength as per guidelines made by the Secondary Education Board. It is, however to be noted that work experience which has been consideredas a compulsory part of the curriculum has been down graded. This, I consider as a departure from the National policy adopted for the Country. The importance of world of works in the school curriculum, should be restored in its proper places.

So far as Education Reforms which is also an integral part of National curriculum, no further progress has been noticed in the Boards plans. Only very recently, multiple choice questions are included for a small number. This should be encouraged. The question of compputarisation of the system has not been discussed

by the Board for explaining its possibility of introduction. The large number of candidates in the HSLC Examination, who suffer from various defects due to manual processing should be replaced by mechanisation for which adequate preparations should be made. The Board does not show any will to do this much needed reform in the system of public examination.

While considering all the reform measures to improve school education, we should not loose sight of the important.

There is need for decentralisation of the activity of the Secondary Education Board by forming Regional Boards on the pattern of Maharashtra. Over centralisation has led to inconveniences and difficulties of the schools in the distant areas and remote places. Govt. may make this possible by amending the Act as possible.

Standard of education has gone down in the schools. Academic Councils can be utilised to arrest the deterioration. One of the problems faced is the loss of instituiional days for work.

Teaching community should be infused with the latest thinking on methods and their role in creating batter atmosphere with hard work and self effort. New education technology should be fully used.

A comprehensive school programme should be chalked out by the Schools in collaboration and co-operation of the teaching staff, where the following matters should find a place.

1. Plan for intensive utilisation of facilities available in the school and efforts on improving the axtent and quality of the imputs particularly on the improvement of teachers.

2. Research on what they teach should be undertaken and the results achieved should be discussed in the monthly or quarterly meetings of the teachers.

3. Remedial teaching should be woven into the method of teaching, so that every student in class can be brought up to the minimum standard.

4. Organisation of subsidiary activities such as sports, N.C.C., Scouting and Guiding, Red Cross etc. in a suitable fact, the aim and objectives of education as a whole in shaping the future generation.

5. The opening words of Kothari Commission begins with the the following remarks :

"The destiny of India is now being shaped in class rooms In a world based on Science & Technology, it is education that determines the level of prosperity and sincerity of the people" In the opinion of the Commission, education has to be used as a "powerful instrument of social, economic and political changes and will therefore to have to be related to long-term national aspirations, programmes of national development."

It is time for us, the administrators and teachers to ponder over what we have achieved through reformed education, revised curriculum and improved method of tenching and assessment, to build up our future generation, whether we have been able to provide a generation with health pulsating with activities, right kind of attitude in their behaviour and conduct and a good citizeuship with love for their country and devotion to their work to build up a strong personality. If we feel in our heart that we have failed in the educational objectives, we should reconsider where defects lie and what we should do to reverse the process. We must, realise that intelligence along does not make a nation great ; its greatness is judged by the man of characters it produces.

I have indicated above that the activities of the Board of Secondary Education. Assam at Guwahati ought to have been better organised to speed up development of Education in the State to cope up with the emerging situations as a result of unprecedented changes taking place all around at unprecedented pace. Scheme for the Non-institutional private Candidates for the HSLC Examinations initiated by the Board this year is an innovation in the right direction to check stagnation and huge wastage. Dr. J. C. Das, an Academie Officer of the Board has been entrusted

with the responsibilities of implementing the scheme. I happen to know Dr. Das and his capabilities, his sincerety of purpose and devotion and commitment to the cause of education, since a long time now. He is a very well read and well informed person with a balanced personality, a sharp wit and a penetrating insight. But the point that I want to impress upon you is that without your full co-operation and help it will be difficult to implement the scheme to achieve the desired results with all its implications. I, therefore, request kindly to strengthen the hands of Dr. Das in implementing the scheme in the greater interest of the State and the Student Community. On being requested, I have already supervised the Instructions Centres set up in the district of Lakhsmpur for the implementation of the scheme. I am convinced that the scheme would work if all of us take the troubles to contribute our mite towards implementing it properly in right earnest.

So let all of us in this 5th Academic Council resolve in a new hope to dedicate ourselves in building up a vigorous education system by working hard and making some sacrifices for the good of the country.

I am overwhelmed by the love acd alfection shown to me by the Council and their decision to award me the little of Siksha Ratna, by this August Body. Only one year back I was awarded D. Litt, *Honoris Causa*, by the Dibrugarh University for my humble work in education field and it is due to my association with you that this has been recognised.

On account of my failing health on reaching about 80 years of age, I like to give up this Honorary position as President of the Council. But I will continue to take interest in your works and will be glad to associate as a member when required.

With my best wishes for a happy future.

SCHOOL EDUCATION IN THE NEW PERSPECTIVE. SUBSEQUENT TO PATEL & ADISESHIAH COMMITTEE REPORT

In pursuence of the recommendation of the Education Commission (1964-66) and the subsequent spelling out of the National policy on Education (1968), the Ministry of Education through the N.C.E.R.T. developed curriculum for the 10 year school and the +2 stage. On the basis of widc ranging discussion the N.C.E.R.T. published the booklet "The Curriculum for 10 year school—A framework" and also developed syllabuses & Textbooks which were adapted by some Boards including Central Board of Education.

The State of Assam was the 1st to accept the new pattern and this was introduced from the Academic Session 1973 in three phascs i.e., Class-I, Class-V and Class-VIII. The structure of Education adopted was 1 to 4 for Primary, V to VII for Middlc and High School from Class-VIII to Class-X after which public examination will be held by the Board. The two Universityes in thc State adopted 2 year p. U. / P. D. Courses from 1973 and accordingly thc Higher Secondary Education under the Board known as plus 2 stage, has to be made of 2 year duration.

Curriculum for the 10 year school was prepared on the basis of the guidelines from the N.C.E.R.T. and the syllabus of different subjects were also prepared by experts and approved by a highlevel Committee constituted by Govt. The new syllabuses were made effective from the Academic Session 1973 in three stages as outlined above. The curriculum provided for the Core Subjects for all students in English, M.I.L., Mathematics, General Science, Social Studies and Work-Experience. Over this Core, a student was made to takc 2 elective subjects out of a group and another could be taken as additional. Textbooks were prepared by the

Board earlier and subsequently Textbook Production & Publication Corporation took respensibility for all the Textbooks in Common Subjects though tne Board arranged for textbooks in the Elective Subjects.

As a result of this arrangement, all the textbooks could not be made ready during the Session 1973/74 and for sometime during 1974/75. It must be admitted that although steps were taken by the verious agencies like the Board of Secondary Education to implement the new pattern at the instance of the Govt., latter events point out to the fact that adeqnete consideration for relevaut changes in textbooks, teaeher-preparation, equipments etc. did not receive due priority in all concerned quarters. When the indequancy of the above measures for the implementation of the curriculum, become clear the common conclusion naturally was that the implementation was hasty.

The Board however examined the whole matter in 1974 after one year of implementation and a after considering the views of teachers and other educationists' decided to omit considerble portion of syllabus in Mathematics and Social Studies for the 1st public examination to the held in 1976 for the new course students, The number of electives to be studied was reduced from 3 to 2 out of which one was compulsory and the other additional at the option of the candidate. The above steps taken by the Board under full time Chairmanship of Shri D. Gogoi, have paved the way for smooth implementation of thc new Course in the schools. The academic scheming for the introduction of the new curriculum, at all stages, were very much facilitated by the expertise and hard work of the officers in the Academic Unit of the Board. There was no doubt objections to making Mathematics Compulsory for Girls and General Science compulsory for all without the necessary laboratory facilities being provided for the school. But it should be realised that edueation upto Class-X is of general nature equipping the children with general knowledge many useful day today experience ; Seience has spread to rural areas through improvement in Agriculture and rural industries and it is certainly not

justified to keep alarge section of our young boys in the school from these useful experiences of modern life. Hence the view of a section not to provide for teaching Science in scoool is antiquated and out of teems with modern trends.

Similarly the argument not to make Girls study Mathematics cannot be justified as there is uo room for discrimination between boys and girls in general education of the country.

The Board fully realised the difficulties of students and teachers and undertook a massive orientation programme for teachers in order to acquaint the teachers with the content of the syllabus in Mathematics, Social studies, General Science and English. Orientation of teachers for work-experience, was also undertaken. Teaching guidelines were prepared by the Board and circulated to the schools. By the end of the year 1965, at least one or two teachers in each of the subjeets Englinh, Mathematics, General Science and Social Studies, were trained in content and methodology and Examination Reform Work-Experience was made the school programme wirh responsibility shared by all the teaching staff for internal assessment. (Newar developments support this pioneering work of this State) Model questions on different Subjects were circulated to the schools and the question papers were designed so as to include questions for each unit of the syllabus. Questions on application, understanding and development of skills were included along with improved essay type question to elicit iuformation.

The new pattern of Education emphasised 3 aspects of Education viz, enrichment of the Content of the syllabuses in different subjects so that dead woods are removed and new modern elements are included. Secondly method of teaching which is to emphasise learning by the students and highlighting of teaching points in a subject and thirdly Examinatiou Reform which should lead to an objective assessment of pupils.

The Board, took account of all the three aspects while planning and implementing the new pattern in schools.

The 1st public Examination under the new course passed off smoothly in April, 1976. The results did not show any radical departure from the results of the Previous H. S. examinations. The performance of Girls and boys from Rural and Urban areas may be described as normal reflecting efforts of teachers. The results are good in schools where teachers availed of the facilities for training organised by the Board and took interest in training the boys. On the contrary schools known to be good by previous results could not do well due to lack of interest on the part of teachers. This naturally lead to the conclusion that students whether from urban or rural setting are the same. They can be motivated provided teachers take real interest and take remedial measures in teaching. The view that Girls are imferior is not tenable as the girls achieved good result in public examination. While the new pattern of Education 10+2 is being introduced in all the States under the general guidelines provided by the N.C.E.R.T., opposition to it has been raised. The Janata Govt. after assuming office considered it necessary to give further thoughts to some of the aspects and accordingly appointed 2 Review Commities one under the Chairmanship of Shri Iswar Bhai Patel, Vice-Chanceller, Gujrat University for review of 10 year school curriculum and the other under the Chairmanship of Shri Malcolm Adiseshiah, Vice-Chancellor Madras University for plus 2 Education. Recomendations of both these Committees are out now and the Govt. is considering their recommendations with a view to formulate its Guidelines and make education more related to society. The Review Committe report was elaboratety discussed in the last Conference of Secondary Education Boards from all the States and certain decisions were arrived at the Conference for further consideration of State Boards. The Secondary Education Board, Assam is now constituting Panels with experts to consider the suggestions of the Review Committee and the recommendations of the COBSE and to make suitable modification adjustments to their own syllabuses in the light of the above recommendations.

The Review Committee on 10 year school Education has assigned an important place to work-experience new designated as "socially useful productive work" by alloting 6 hours of work in the school curricullum per week and to reduce the load of the syllabuses of other subjects so that students creative abilities can be developed through self-study and extensive Library studies. It has also recommended for providing Physical Education, Games & Sports and cultural activities in the curriculum as compulsory and laid down that the total number of subjects for certification at the end of Class-X should not exceed 7. It has also recommended for inclusion of one subjects as optional over the Compulsory Curriculum out of a number of subjects.

On a preliminary study, it can be said that the syllabuses of this Board are more or less on lines with the Recommendations of the Review Committee. After reducation of courses in Mathematics and Social Studies, the syllabuses are broadly in line though there is scope for marginal adjustments and some ommissions. This is now being done by the Board. The Curriculum of the Board has however, does not compulsorily provide some important areas like physical Education Sports & Games cultural activities and Arts and Musie which should now be provided as compulsory part of the Curriculum. This will require preparation of grounds and essential requirements have to be met by the Govt. so far as teacher preparation and provision of funds are concerned. Necessary schemes with guidelines are now being prepared for further discussion.

The programme of Work-Experience earlier chalked out by the Board and now inforce, shall have to be modified and enlarged if we accept the recommendations of the Review Committee. This must form the Central theme of the Currtculum and should be a school programme involving all the teachers of the school. The new name of work-experience as per Committee's recommendations is "Socially useful Productive work' ! The activities under this head shall have to be organised in such a way that the community is benefited and the attitude of the pupils is changed completely.

Gandhian approach is to be developed. This will require attitudenal change on the part of the teachers and development of faith in dignity of labour and an earnest desire to explore the areas where the students can work for improvement of their own skill and for the good of the society at large.

The Board is thinking of organising a high level discussion on this concept and to lay down the board norms for the schools to work.

Naturally internal assessment will have to be resorted to for purpose of evaluation in this field for which the teacher will require more orientation. It may be mentioned in this connection that the present programme of work experience devised and enforced by the Board so long was a programme of school involving all the teachers and internal assessment in evaluation of work grade Cards has already been introduced. The Board also oriented a number of Key persons in different areas on decentralised basis. They are helping work-experiencc programmes by actually visiting the schools and varyfying the actual works of the students as per detail guidelines prepared and circulated. Hence it will not be difficult to improve the programme by renaming it as "Socially useful production work" and recasting its earlier guidelines so as to cover the suggestions of the Committee. This is also being done smoothly.

The other recommendations of the Committee regarding Examination Reform, Textbooks etc are being studied with a view to effect further improvement. In the field of Examination Reform, already much work have been done by the Board and the Board's question Papers reflect the entire state into different zones where Examination of the scripts will be finalised. Detail guidelines for evaluation are given to the examination for effecting uniformity in standard of evaluation. The Board was unhappy with mechanisation resorted to last year and it has now decided not to go in for it unless full proof measures can be ensured when the computer system set up in the Gauhati University is ready to undertake such works.

The problem of delay in issue of certificates with the back log existing is tried to be selve by appropriate measures so that the students passing out do not suffer, for their original certificates are demanded by University and other agencies when students take admission or selected for employment.

There has been discussion now about structure of the school Education as 8+4 or 10+2. In view of the constitutional provision to provide compulsory elementary education for 8 years, it is suggested that elementary stage should end at 8 years. This will pose the problems of raising all the Middle schools by one year with more teachers and building, on the other hand, if Education up to Class-X is considered as general education, it may be a stage up to which general education, of undifferentiated nature can continue and specialistion can start at plus 2 after 10 year of Education. The Govt. of Assam has declared education upto Class-X free this is a decision in the right direction and it should be welcomed by all. In my view within 10+2, we may think of compulsory education, upto Class VIII and then the public examination at the end of class-X as it exists now. Internal adjustment is possible to achive the Constitutional objective.

There is a strong ground for revision of Curriculum from Class-I to class-X as per recommendations of the Review Committee. Flexibility recommended by the Committee will enable the State Govt. and the Board to adjust the structure at what we have at present but the curriculum should be a unified whole from class-I to class-X and for this purpose one agency should be entrusted to revise the syllabuses. Since Secondary Education Board has the power under the Act to lay down syllabuses for Secondary stage from class V-X this body may be entrusted to recast the entire syllabus from class-I to class-X. For this Secondary Education Act should be ammended. It may be said here that Nagaland, Meghalaya and Mizoram have constituted their Boards as School Education Boards enabling the Boards to prepare the entire syllabuses from class-I to class-X. Assam Secondary Education Act can

not be said to be progressive and sooner it is ammeded, better its for Education of the State.

The Secondary Education must fulfill a major purpose in serving the rural people and from this points of view, curriculum should be rural based rather than unrban based as at present. This aspect is very much emphasised by the Iswarbhi Committee and by the plus 2 Review Committee also. From this point of view rural talents are to be spotted and encouraged. The Board is considering how the rural pupils can be encouraged and rural students can be given more incentives to come up State Govr. should also consider this problem and institute some scheme to find out brilliant students with indigenous merit and skill in very block and award them scholarship for further Education. Students who display originality and skill be given further Education in lines and helped with books and other materials. A large number of unknown boys and girls who have originality and potential capacity, can be inentified by spending a small amount in comparisen to the good done to the community at large.

The Board of Secondary Education has provided incentive by increasing book prizes and gold medals to successful students and providing scope to compete in all India Comptitive examination.

One of the serious problems in Secondary Educations is the private candidates in H.C.L.C. Examination. Number of such candidates are increasing every year and it has posed a national problem. It also means a huge waste. This can be reduced by undertaking correspondence course for such candidates. It will encourage self study on the one hand and will help such students to make them successful by working through the course regularly. Implication and introduction of such a course is now being studied by the Board. Such a measure will be in full accord with the non-formal Education now being advocated by the Government. With regard to actual conduct of public examination in order to ensure uniformity in standard, the Board is devising measures on an extensive scale. It is realised the need for checking mal Practices in

examination and from outside agencies during examination and accordingly made provision of Supervisers from Colleges and Universities for majority of the Centres. Further Zonal Supervisers were also appointed to go round the examination centres with a view to study the atmosphere prevailing in the examination centres. The officers in charge who are generally the heads of the Institutions, are given adequate guidelines to follow in making arrangement for the examination. The above steps have improved considerably conduct of examination in different centres in the State. The Board always considers sympathetically the difficulties of the examine and does not compromise whether resorting to unfair means in the examination Hall or assulting in vigilators inside or outside Examination Halls. Help from local authorities and public is sought in the conduct of the Examination.

The Review Committee has made the following specific recommendations for Lower Primary stage (1) Children in Class-I to IV/V should not be allowed to remain in school for more than $2\frac{1}{2}$ to three hours a day.

(2) At Lower Primary stage, arigid distribution of time in school period is educationally unsound.

(3) Except in case of language, there is no need for textboos in classes I & II and in classcs III to IV/V there should be one text-book for language-1 one book in Mathematics and one for environmental Studies.

(4) Teachers Guide books and teaching aids are necessary and these should cover the whole range of activities for all classes and the principle of corelation should be the basis for the preparation of such materials.

(5) No Home work should be set for children in classes-I to IV/V. In case a self-study is required, then thi's must be made possible within school time as supervised study.

(6) No regid Academic year should be proscribed. The school session should be scheduled according to local needs.

There is need to concider deeply the above suggestions and to

addopt suitable modification according to local needs specially with regard to the total instructional periods and need to provide for socially useful productive work within the curriculum.

Recommendations for the upper Primary or Middle stage V/VI to VII/VIII.

(1) At this stages it must be necessary to introduce formal time table for proper teaching of different subjects. However Time Table should be flexible as far as possible.

(2) The number of textbooks should be kept low preferably having one book on Science and one in which Civics and History are combined. The number of pages in each textbook should also be reduced to minimum and the language used should be easily understood by the children of the age group.

(3) Supervised study may be introduced in preference to Home work. This may be done by introducing self-study Time Tables for each class.

The above recommendations should be examined with a view to see whether these can be adopted in one Statge.

Recommendation with regard to Secondary Stage-VIII/IX-X.

(1) In the public examination at the end of class-X the number of subjects for external evaluation should not exceed 7.

(2) There may be alternative courses for Mathematics and Science. Alternative should not be considered higher or lower and admission to PLUS 2 stage should be based on the performance in either of the two courses.

(3) The area of Social Sciences, at present is overloaded. It should include only History, Civics and Geography.

(4) To permit candidates to develop SP. interest or talent one optional subjects such as Arts (Music, Dancing, Painting etc.) Home Science, Agriculture, Economics, Commerce Social Reconstion classical languages etc. may be allowed,

These recommendations specially with regaard to alternative courses in Mathematics and Sc. need to be examined further by the Board. Implementation of this is likely to advesely affect the majo-

rity of our schools particularly in rural areas where due to constraint of resources, Govt. is not in a position to augment the staff or provide adequate equipment immediately. It is therefore to be considered whether it may be admissible to have one basic syllabus in Mathematics and Science. A student wanting to study entire unit of any or book subjects, should be given an opportunity in the curriculum to offer the same for which extra credits should be given. This would enable the curriculum to reflect individual differences. As far as optional subject is concerned, it may be desirable to allow to offer one subject as on optional and it should be a subject for external examination and certification. These recommen dations will be examined by the Board with a view to take appropriate decision in the circumtances prevailing in the State. The Board agrees with the concept of Basic Courses in Mathematics and Science and not alternative courses. At present there is one compulsory elective subject to be taken and another as optional. It is necessary to abolish the compulsory elective and to prescribe only one optional out of the subjects recommended by the Review committee. A decision on this will be taken by the Board in consulatation with the State Govt.

The Review Committee recommended that socially useful productive work, must find a central place in the school curriculum. It should not be merely education plus work but education in and through work Specific recommendations on this are as follows :

1. Increased allocation of time :—The following rigid time allocation is suggested.

(a) In class I-to IV/V-20 p.c.

(b) In classes VII/IX to X-six hours in a week and of 32 hours in a week.

Flexibility should be observed in increasing the time.

Introducation of socially useful productive work, is a sound educational principle and the Board should endeavour to adhere to the time schedule as suggested by the Committee.

(2) Status of a full fledged subject. The Committee recommended

that socially useful productive work must be given the status of a full fledged subject for award of certificates at the end of class X. They have recommended that performance in socially useful productive work should be approved by the Board through internal assessment and external evaluation and counted for certificate purpose.

This recommendation has to be studied in depth and all out efforts should be made to make it a success.

The Board has already made work experience Programme as school programme involving all the teachers. If it is not given the status of a subject of study, students, teachers and the institutes will not take in' seriously. This was realised by the Board from its beginning. The Board will convene a high level conference to prepare concrete guidelines for this category for inclusion in the Curriculum. With regard to languages, the committee accepted the three language formula recommended by the Kuthari Commission but allow flexibility for the state by one language as a subject of internal assesment in the school and not included for certification purpose. This suggestion has to be suitably worked out for our state.

The Committee suggested that 4 hours to be set aside in the school routine for games & sports. Physical Education and supervised study. These activities are at present considered as co-curriculur activities in the curriculum. For compulsoɹy provision the implication have to be studied and principle of evlauation for these activities have to be clearly laid down. Thacher orientation in these fields also be required.

On the text-books, the committee urged on the need to reduce the numder of textbooks in order to prevent over loading The committee suggest no textbooks, for class I & II, For III & IV/V there should be one for language, one for Mathematics and ond for environmental matters. Formal subjects should be introduced from Class IV/V to VII/VIII where one textbook for each subject is to be prescribed. The language should be simple and understandable to the students of the particular age group and the

treatment of the subjects should be gradually made difficult with illustrative concreate examples. This will require evaluation of present textbooks from the Scientific point of view and recasting the same according to the syllabus to be framed as per recommendations of the committee. There is need for lightening the burden on the students. The Cammittee lays down. Two fundamental commendments :—"Do not teach too many subjects and again what you teach, teach thoroughly".

There is therefore enough scope for looking in to the existing syllabus with a view to adjust on the lines of the recommendations of the review committee.

Fhe second committee appoinred by the Govt of India to review the plus 2 education was under Chairmanship of Malcolm Adiseshaih, Vice Chancerlor Madrass University.

The committee referred to the document published by the NCERT on "Higher Secondary School and its vocationalisation The document contained many importart and forward looking features such as flexibility in the choice of Vocations, determining vocations with reference to a District or group of Districts on the economic survey to be made, Proviston for more facilities in rural areas, Provision of guidance and counselling for careers and courses. Moreover wide ranging recomendations of the Iswar Bhai Committee on 10 year school Education must be taken in to consideration in framing the curriculum for class XI & XII. Thirdly National goals & priorites have been formulated for the countrys development for the coming 6th year plan' to be considered while framing higher Secondary Curriculum.

Thie committee after studying the above documents have made recommendation regarding XI & XII.

The committee considerd the 2 year Higher Secondry stage as terminal in the case of a large number of students in the sense that there will be no continuing Education for them in process of formal teaching though their education will continue in different form. The learning experience at this stage becomes important for their living and decisive for gainful living.

In the Second place, this 2 years Education is also the bridge between the general information of the mind and personality which school education gives and the Higher learning specialisation which the College & Universtiy represent. The foundation of higher learing is laid on the 2 year school course and the curriculum there after can be on the materials framed at the higher secondary stge.

In the committees opinion, Higher Secondary course should conform to the goals of national development which are identified as removal of unemployment, destitution rural Development and Adult literacy, Higher Secondary course should be intergrated to these goals.

Higher Secondary stage should be planned as comprising two broad learning components which may be termed general Education spectrum and vocationalised spectrum.

The general education spectrum should centre round language, specially useful productive work and combination of natural social human and science discipline. The aim is to prepare a student for University Education is Arts, Science or professional studies. As in 10 year school curriculum, socially useful productive work is also as main component of Higher Secondary Education. The objectives of this part of learning are (1) to prepare the students to practice and perform manual work individually and collectively. (2) Acquaint the students with the world of work. (3) To develop a desire to be a useful member of the community. (4) Incalculate positive attitudes of team work, specially desired values such as self reliance dignity of labour, tolerance, co-operation etc. (5) To help understanding the principles involved in work. (6) Lead students to participate in productive work as they proceed from one stage to another.

The vocationalised spectrum of Higher Secondary Schools, is learning of a skill or range of skills through study of technologies related to Sciences and farm and other practical work. In terms of UNESCO language "these aspects of education process involving the addition to general education, the study of technologies and other related sciences and the acquisition of

practical skills aptitude, understanding and knowledge relating to occupations in the various sectors of economic and social life. Such an education would be an integral part of general education and a means of preparing for an occupational field and an aspect of continuing Education." The spectrum refers back to the terminal character of formal schooling that it represents for the 50 p.c. of its entrants. The Committee stresses on broadening the educational horison for the individual. The scope and content of vocationalisation must be in conformity with national goals and the specific needs of the local community at every given point of time. The vocationalisation should for the next 5 years, increase the employment potential of the people including self employment. Education for self employment through Education in Agriculture & other related occupations including cottage industries Agro-industries and build up competencies in different vocations.

The pattern of the course and distribution of time for teaching general education spectrum should be as following :—

Language	15 p.c. of the total time :—
Socially useful productive works	15 ,, ,,
Electives	70 ,, ,,

Only one language should be taught & it should be according to the choice of students.

15 p.c. of the working time, is to be spent for socially useful productive work. It amounts to 150 hours a year. 150 hours can be distributed throughout the year according to convenience of schools. When a particular batch completes its work in a particular area, it should be continued with the subsequent batch.

The committee lays down the evaluation criteria of socially useful productive work as follows :—

1.	Personnel qualities such as interest initiative commitment etc.	20 p.c.
2.	attendance	10 p.c.
3.	human Relation ability to create support and to identify and work with the community	10 p.c.
4.	Skills and competencies :—ability in communication, organisational ability	20 p.c.

APPROACH PAPER TOWARDS DEVELOPING A CURRICULUM AND FRAMING THE SYLLABI FOR THE +2 STAGE INCLUDING VOCATIONALISATION IN 10+2+3 SYSTEM IN ASSAM

The Government of Assam deserves due appreciation for recently forming the statutory Council of Higher Secondary Education in the State, for the administration and control of the +2 stage of education thereby bringing under a single umbrella all education including vocationalisation at that stage.

That reorganisation of Higher Secondary education and specially its vocationalisation are essential if education has to play a positive part in national development and social change, is accepted all over the country. Following the recommendations of a national conference on the +2 stage in 1976, a curriculum group worked out a curriculum that was accepted at the national level. Vocationalisation was considered a major transformation and it transpired that it could be achieved only through important structural and functional changes. The essence of the recommendations can be read from the NCERT booklet 'Higher Secondary Education and its vocationalisation' which should guide our deliberations.

The Board of Secondary Education Assam, under the directive of the Government introduced reformed curriculum and syllabi at the stage class V to X of the 10 years school, in 1973 and the first H.S.L.C. Examination under this was held in 1976. An attempt was made the same year, through a Govt. sponsored Committee represented by the three Universities and the Board, to draw up a common curriculum and syllabi for the +2 stage and the job was spearheaded by the Board when I was its Chairman. The deliberations can be read at APPENDIX—A. The syllabi were updated and after framing sent to the two

Universities for formal acceptance. While the Dibrugarh University accepted them, the Gauhati University's clearance was not received for want of clearance from a few of its departments. For the want of this clearance the changes could not be given effect to.

He said that while the vocational courses should be terminal, there must be opportunities for brighter students to go for advanced courses by completing certain bridge courses. These bridge courses may be provided during vocations or after the vocational courses are over as may be possible to be arranged. He said that in any vocational course, 50% of the total teaching time should be kept apart for the vocation proper and the other 50% should be devoted to language and certain basic courses relevant to the vocation. Deficiency in the basic courses may be made good through bridge courses if a pupil wants to come for higher education. He also mentioned that vocational courses can help students to take advantage of apprenticeship schemes in 150 trades approved by the Government.

4. The members generally agreed that greater emphasis should be placed on introducing vocational courses suited to particular areas in order to prepare students for self-employment and intermediate level employment in different fields.

5. The president summed up the discussion and said that objectives of this meeting is three-fold.

(1) Synchronisation of the syllabuses for the Higher Secondary, the Pre-University and the Pre-Degree Courses as preparatory for general education, Medical, Engineering, Agriculture & Veterinary and Home Science faculties under the Universities.

(2) The deliberate and recommend on the preparation of textbooks to meet the needs of the new syllabus.

(3) To evolve a pattern of vocational courses to eliminate waste which is the outcome of the present system of education and to develop self-reliance and other capabilities in the young learners so that dependence on

others, is minimised. In advanced countries like Japan, Vocational Education is organised from such a point of view and demand for vocational education comes from the industries and trades organisations.

6. After the general session, the members divided themselves into 20 sub-committees for discussion on the draft syllabuses already forwarded to the Universities. The sub-committees discussed these in two sessions on 13-2-76 from 2 p.m. to 5 p.m. and on 14-2-76 from 9 a.m. to 12'30 p.m. The Recommendations were placed in the plenary session on 14-2-76.

7. In the concluding session presided over by Shri D. Gogoi, Chairman, Board of Secondary Education, Assam, the Chairman of the different sub-committees or their representatives placed their reeommendations. All the Sub-Committees recommended that the syllabus as finalised by them, can be recommended to the Universities to be accepted by the appropriate bodies of the Universities for +2 stage course and also by the Board. According to the recommendations, the following pattern emerged.

(1) Academic courses should be kept separate from the vocational courses with the provision of adequate bridge courses between the two.

The present Committee constituted by the Government under Notification EPS. 65/84/15 dt. 4-4-84 to prepare a comprehensive curriculum at the +2 stage and then to draw up the syllabi will have to bank heavily on all relevant document available viz. the Kothari Commission Report, the NCERT booklet on Higher Secondary Education and its vocationalisation and the Adiseshiah Committee Report.

The curriculum is the sum total of all the planned set of educational experience provided to the child by the school. It is concerned with :

1. Setting the general objectives for the stage.

2. Developing subjectwise instructional objectives and deciding the content.

3. Deciding the courses of studies and teaching time allocation.

4. Listing the teaching learning experiences subjectwise.

5. Listing instructional aids and materials.

6. Determination of the methods of evaluation of the learning outcomes and feedback from pupils, teachers and parents.

While this will be an on-going and continuous process and would require important structural and functional changes this Committee could accept these as the possible means to achieve the end and could concentrate the considerations on the following sets of jobs.

SET—I : THE ACADEMIC COURSES.

It is proposed to use the materials prepared in 1976. As there is a time gap, these would require reappraisal. The next important task is to prepare the guidelines of the curriculum and the norms set for it. It will be necessary to allot curricular weightages in terms of marks. All syllabuses have to be unambiguous, the instructional objectives laid down and the content broken up into well defined Units. The instructional and evaluative measures must also be spelt out stating whether there will be any semester system etc.

A reformed examination system is an in-built part of the new pattern of education. This Committee will cover considerations on the nature of examination to be held and related matter.

This Committee will also have to approve the lists of experts, subjectwise, for the purpose of engaging in developing the syllabi and to empower the Chairman and the Secretary of this Committee to co-opt members as and when necessary.

SET—II : VOCATIONALISATION.

The 1976 Co-ordination Committee also took into account this aspect and Prof. C. V. Govinda Rao, Head of the Vocational Education Cell, NCERT, addressed the Committee and offered necessary guidance. The recommendations are at—

APPENDIX—B.

I am given to understand that the Government have, after national level discussions, directed the Board of Secondary Education to draw up syllabi on some selected vocational subjects. The Board have a curriculum that is in operation at the moment. This Committee will have to scrutinise these before forwarding any recommendations in this regard.

SET—III : SOCIALLY USEFUL PRODUCTIVE WORK, SOCIAL SERVICE ETC.

Since 1973, when the new curriculum was introduced in our schools, WORK-EXPERIENCE, now called Socially Useful Productive Work (SUPW) has been a compulsory part of the curriculum. It has to be a component of the academic courses at the +2 stage also and its objectives are stated in the Adiseshiah Report. This Committee may consider compulsory participation in SUPW/N.C.C./Scouting and guiding/N.S.C. etc. for a definite number of days for the pupils in the Academic stream.

Through the keen interest taken by the Secretary Education, Govt. of Assam, we are expecting the services of experts from the NIEPA and the NCERT. I will be failing in my duty if I forget to thank him for the personal interest in this regard.

In addition to the assistance received from the experts, it may be necessary to draw from the experience of some States in the country that have successfuly implemented the courses at this stage particularly when we keep in mind that vocationalisation must create employability and induce self-employment and the academic courses are more updated and challenging in those places. It may become necessary for the Committee members to visit some such places for discussion and in-depth study. The Committee may record necessary directives in this regard.

There are other matters that might come under the purview of this Committee. We must remember that new grounds have to be covered and many innovations in the +2 education have

to be considered to let traditional outlook so long prevailing give place to a dynamic concept. The challenge is great for the teachers and educationists working at that stage. They must face it with boldness and sincerity and faith in the new system. Whatever we do, our decisions and recommendations must be such as to give a new direction to education in the State and the products under the system must develop competence, efficiency and high standard of performance. The curriculum and syllabi must also indicate the points where teacher-training will be necessary so that such training is built into the system.

I am sure that your mature thinking, on the subject based on long standing experience in the field of education will be of immense help in achieving such an end. I would now like to extend my heartfelt gratitude to the distinguished persons present with the prayer that they bestow their blessings for the success of operation of this Committee so that we are able to offer the best of service and fulfil its mandate within the stipulated time of three months and to infuse adequacy, dynamism and international comparability to the new born curriculum and courses.

I extend my thanks to the Board of Secondary Education for offering all facilities for the Committee to work and for releasing the Academic Officers to help in our work.

With best regards.

Guwahati,
the 21st May, 1994.

REPORT ABOUT CONDUCTED OF THE 15 DAYS TRAINING COURSE FOR STUDENTS APPEARING IN ALL INDIA COMPETITIVE ENTRANCE EXAMINATION. (NCERT)

Mr. President and the Honoured Guests and the teachers in charge of the course and the examinees of N. T. S. course for 1993.

I like to offer my thanks on behalf of myself and the K. K. Handique Memorial Education society (Regd.) for your kind presence and participation of today's closing function and get together.

In this connection, I like to say that with a view to translate the desire of late Handique, the first Vice-Chancellor of Gauhati University and an internationally recognised scholar in sanskrit & for quality education. We have been running this course from 1987 till this year with great difficulties with fees paid by the guardians of the candidates. I thank all of them for bearing the expenses and thereby helping us to run the course for the benefit of the meritorious students.

As a matter of fact, the students who are candidates of the H. S. L. C. or allied courses who qualified for the first level Examination held by the Education Department are only eligible to take the final Examination of the NCERT on All India basis for National Talent Search Scholarship offered by the Govt. of India on 9th May 1993 this year. I like to state that we made a proposal to Govt. of Assam through Director of Secondary Education for a grant of Rs. 15,000/- for running the course in a proper way but no sanction was reeeived though the previous Education Minister assured help. I was not eager to run the course this year. But at the request of some guardians and Students. I had to decide at the last moment to have the course

for the benefit of students. The teachers who took classes came at my personal request to help the students though information was given too late due to late publication of results.

In this age of intense competition our boys and girls require guidance in tackling test question with multiple choice type as these type of questions have not been properly included either in teaching in classes or in the final examination held by the Boards on an extensive scale. The Mental Ability Test which requires intelligence is quite new to our boys and girls and as such questions are never familiar with our students Great speed and thorough knowledge is required in order to be able to answer this type of questions at the final examination.

The objective of the scheme is to identify the brilliant students at the end of class X and give the financial assistance to achieve higher education. There is a provision of 750 scholarship for whole India including 70 for schedule tribe students in each year.

Absence of any organisation to help our boys and girls to compete at the national level has been felt in our state. As such the Government should help liberally to any voluntary organisation if it comes forward to remove the deficiency.

Late Handique while alive worked for improving the standard of education in all stages and advocated quality education from the early stage. As such to improve the young student of our state to build up their carrier through such training has been taken up by the society.

I like to extend my grateful thanks to the subject experts drawn from University and Colleges who volunteered to help by sacrificing their valuable time and energy. If the students following the course can secure national scholarship, we will consider our efforts to be fruitful.

I only hope that this course of our meeting together at the Kamrup Academy Higher Secondary School will pave the way for their future success in life, so that they render their services to the State when established in life.

I shall be glad if the candidates write to us when they achieve success in life and this motivate succeeding students to do well.

I thank the president and the honourd guest for kindly accepting our invitation and come here to bless the students for their best in the examination.

Principal Kamrup Academy H. S. S. deserve our thanks for allowing the school premise to run the course for 15 days and helping with in other ways also. I also thank Sri B. C. Saikia, Secretary, B. Ed. college. and Sri Thakuria for their advice and help time to time.

I wish every success to all the students attending the course. They will add to the group of about 45 students who secured scholarship during last six years. This year though 40 students registered mainly from Guwahati and two students from Namrup only 36 candidates attended the course. With best wishes to all I conclude.

REPORT ABOUT WORKING OF HIGHER SECONDARY ECONOMICS CLASS

Informations regarding the functioning of Economics Class in the Higher Secondary Schools were obtained from the teachers and the same revealed certain fundamental weakness in the teaching of the subject. I shall be glad if measures to remove the difficulties of the teachers are taken.

In all the Schools, the library is very poor with practically no books on the subject. Standard in teaching a subject like Economics cannot be maintained without sufficient books both text-books and reference books. Except in one Higher Secondary School viz., Vivekananda Higher Secondary School, Digboi where 100 books on Economics are shown, in others the number of books is below 10 (ten). I, therefore, suggest that a list of books both text-books and reference books published by the Gauhati University be circulated to the schools with directive to purchase the same for the schools. It should be made a condition for renewal of further recognition to the school.

As regards the period of the Economics, it is found that in some schools, the duration of the period is below even 40 minutes. It is highly undesirable that a period of teaching elective subject should be less than 45 minutes. As such the Board may examine this and issue necessary directive by circulating a model routine for the Higher Secondary Classes for both Arts and Science. Tutorials are not provided in any school. Compulsory provision of tutorial class should be made by the Board. As regards allotment of other classes to the elective teachers, it is found that in some schools, number of such classes is about 10 or 11 besides Economics Class. So a norm should be devised by the Board so that the elective teachers have enough time to study their subjects and to correct exercise done in the tutorial classes. The main consideration of such teachers is their own subject and after meeting their needs they may be engaged for three or four classes in a week in allied subjects such as Social Studies for Civics and Economics in Classes VIII to X. The teachers have complained of over work when they are to proxy for absentee

teachers. A rule should be enforced that the Elective teachers should not be deputed for such classes. There is also wide variation regarding number of classes held to teach the subject in the Academic Year. Earlier, it was under consideration whether enforcement of percentage of attendance in different subjects should be introduced. It was not possible for me to introduce this. I, therefore, suggest that percentage of attendance in each subject class be introduced by the Board for making a student eligible to appear as a regular candidate. Those who failed to attend a minimum number of class, be debarred from appearing in the examination either as a regular or private candidate. This may be discussed and possibility of in-corporation into the regulations for recognition of the schools be examined.

In view of the present thinking to introduce the plus 2 system on a wide basis and the possible decision to transfer the Higher Secondary Education to the Board, it is necessary that the Board should initiate measures to strengthen the Higher Secondary Course and lay down broad rules for maintenance of Academic standard. Otherwise standard will fall and much damage will be done to the Higher education in University. The Board may therefore take up with Govt. for early transfer of P. U. classes to the Board. So that uniform syllabus can be introduced at plus two stage which will enable the Board to hold the public examination on such a syllabus. The Board may also take measures to diversify secondary education by arranging courses on vocational subjects as per recommendation of Adiseshia Committee report and convince the Govt. about the imperative need for introducing vocational courses on wide variety to develop skills and to increase the potentiality for employment or self employment.

It is high time that Govt. should implement this in the interest of education of the vast majority of students as a result of expansion where a single track of Academic nature alone cannot solve problems but multiply the difficulties. It is therefore the responsibility of the Board to advise the Govt. and to adopt a bold policy on the lines of thinking of the Government.

In order to help strengthening the higher secondary stage, I also like to suggest that the teachers' training programme in all the subjects of higher secondary schools should be stepped up and a climate for higher academic standard be generated and guidelines suggested to the schools.

I am prepared to do my best and help the Board in evolving such a policy provided by help and assistance is invited. I am very much concerned with the maintenance of proper quality of education in our State For this Board has all the opportunities.

Name of Resource Persons who helped in the conduct of the Inservice-Training :—

1. *Dr. A. Goswami*,
   Reader, Dibrugarh University,
   Dibrugarh.
2. *Sri R. Deka*,
   Lecturer, Commerce College,
   Gauhati.
3. *Sri H. Goswami*,
   Lecturer, Handique Girls' College,
   Gauhati.
4. *Sri B. Deka*,
   Lecturer, Pragjyotish College,
   Gauhati.
5. *Sri J. C. Das*,
   Academic Officer,
   Board of Secondary Education, Assam,
   Gauhati.
6. *Prof. D. Gogoi*,
   Ex-Chairman, SEBA
   Director of the Training Course.
7. *Organiser Sri S. Gogoi*, Principal,
   Dhakuakhana Higher Secondary School,
   Dhakuakhana.

BOARD OF SECONDARY EDUCATION ASSAM, GAUHATI

A report on implementation of 10+2 year school education

As per recommendations of the Kothari Commission and the National Policy on Education a 10+2 year schooling has been brought into effect in the schools of Assam from the school session 1973-74.

The switchover from the old 12+1 year system to 10+2 year has been done according to the chart enclosed.

The switchover began in 1973 simultaneously at three points, viz., Class—I , V and VIII as shown in the chart appended and will be completed by the year 1976-77. The first batch of students will take the Secondary School Leaving Examination after 10 year of schooling in 1976.

The Board also decided to take necessary steps to improve Secondary Education in all its departments concurrent with the changeover to the 10+2 pattern. Accordingly, the Board earlier, took up and completed the following :

1. **Curriculum Reform** :

On the basis of the recommendations of the Kothari Commission, the Board restructured the curriculum for the V—X level of schools with the help of eminent educationists of the State. This new curriculum is in vogue at present in all Secondary Schools. It is worth mentioning that although the curriculum was prepared in 1971, it is in complete agreement in the major points with the recommendations of the National Conference on School Curriculum held in September, 1975. The main features of the curriculum are as follows :

(a) **Compulsory Subjects include** : Three languages, General Mathematics, General Science, Social Studies and Work-Experience, Co-curricular activities including games and sports,

N. C. C., Scouting & Guiding, Red-Cross have also been included as compulsory activities but at present have been left out from the purview of external assessment. But the Board is conscious of the necessity of an Internal Assessment of these activities and of showing the same in the School Leaving Certificate Examination.

(b) **Elective Subjects :** Pupils are allowed to elect compulsorliy any one from a number of subjects on Humanities, Science, Commerce including Advanced Science, Advanced Mathematics and Crafts.

Pupils can elect on optional basis, another subject from the Elective List.

2. The Language Scheme :

The 3-Language Scheme has been formulated with the following considerations :

(a) The Regional Language which is the Official Language of the State and the medium of instruction upto the Degree Level should be learnt by all.

(b Sufficient scope must be left to pupils to learn their Mother tongue Regional language, the National Language.

Due to non-availability of manuscripts in these languages, prices of textbooks continued to be relatively high upto 1974 because of high price of printing paper in the open maket. But in conformity with the Prime Minister's 20-point economic programme, Textbook Corporation have taken measures to reduce the prices and prices of all textbooks published by the Corporation sold at a considerably lower price. The Board has also lowered the prices of its own publications for the next year. Prices could be further reduced if printing paper is made available to the Board at Govt. controlled price. The Board has also instructed the private publishers to bring down the prices of their publications for the next year.

It is expected that the position will further improve as the Prime Minister's 20-point economic programme gains momentum.

The schools have been encouraged to open Book Banks so that the poorer sections of the student community are not deprived of textbooks The programme has made some headway in the meantime.

It must, however, be mentioned that the Board is not quite statisfied with the quality of some of the textbooks produced so far. This has mainly been so due to want of trained and experienced textbook evaluators. The Board, therefore, intends to take up a scheme to gradually improve the textbooks with possible aid and guidance from the N C. E. R. T. Moreover, some way is to be found out to keep a close liaison between the Textbook Corporation and the Board, so that the Corporation is able to produce textbooks as desired by the Board.

3. **Examination Reform** :

Hand in hand with the curricular reform, the Board has also taken up a phased programme of Reform in Teaching and Testing. Initially reformed examinations have been proposed in four compulsory subjects, viz., English, Mathematics, Science and Social Studies. The courses in these subjects have been divided into convenient units with marks allotted to each unit, designs of question papers prepared. Questions have been already set according to these designs for the 1976 School Leaving Examination. The designs of the question papers have been widely circulated among the schools for the benefit of the teachers and pupils.

All other subjects will also be brought under the reform programme in a phased manner.

4. **Teacher Training** :

As a measure of implementing the new 10-year school, the Board has till now organised thirty workshops-cum-training courses for teachers both from its own resources and grants from

the Govt. The total amount spent in these training courses is Rs. 2,19,756·00 of which the Govt. contribution has been Rs. 1,91,988·00. More than 3,000 teachers including the Headmasters have been trained in the Reformed Teaching and Testing methodology including Work-Experience. This number is about 20% of the total number of teachers in the VIII—X stage of schools. Although the Board feels that at least 50% of the teachers in a school must be well versed in the new methodology, it may not be possible on the part of the Board to achieve the for distribution among the teachers.

The Board has undertaken the publication of a half-yearly educational journal titled 'Siksha Prabah' the first issue of which was inaugurated by the Education Minister, Assam, on the auspicious Gandhi Jayanti, 1975.

11. The present Chairman of the Board is Shri D. Gogoi, M. A. and the Secretary is Dr. S. Bharali, M. Sc., D. Phil. It has four Academic Officers to work after the programme of Educational Improvement. Four Assistant Academic Officers are proposed to be recruited during the next year. The administrative Wing consists of a Controller of Examinations, A Deputy Secretary and a Finance and Accounts Officer.

SOME IMPORTANT LETTERS FROM Dr. D. GOGOI

A letter to the Prime Minister of India.

From :
Prof. D. Gogoi,
Ex-Secretary, University Classes, Gauhati University,
Ex-Chairman, Board of Secondary Education, Assam,
President, State Academic Council of Teachers,
Assam State Organising Commissioner,
Bharat Scouts & Guides, Assam.

Dear Revered Prime Minister,
India.

At the outset as one humble educationist of the State of Assam, with long experience of 40 years in the field of education, I send herewith my heartfelt sorrow at the sad demise of your brilliant son under tragic circumstances. We all share your grief at the sad bereavement and express our heartfelt condolences. We are however struck by the fact that you showed tremendous patience and courrage at the time to bear the loss and the composure with which you have been able to tide over it. It reflects the spiritual element in you which is the soul of India. Let God grant you to strength to be worthy of India.

We the older generation have been most unhappy at the developments engulfing the country. We feel that the circumstances were allowed to drift and when you took over the administration, it has already assumed an alarming position. We certainly appreciate that it took time to study the problem in the multifarious aspects and to initiate measures but the measures did not bear fruit due to certain misunderstanding and became more

complicated as time goes on, due to this initial mistrust and lack of understanding. We therefore, think that the 1st thing now is to remove the misunderstanding. We appreciate the difficulties of the Govt. The humanitarian aspect involved in the problems has to be understood and appreciated. Once the student leaders become convinced and agree for a discussion, the whole problem may be solved to the satisfaction to all

Without allowing more time to make the problem more complicated, we feel that both the sides Govt. and the students should climb down and declare measures from their side with a view to arrive at an amicable settlement. We feel Gandhi Peace Foundation Formula will offer the basis for a discussion. Govt. should as a gesture, release those detained and withdraw measures against Govt. and Semi-Govt. servants. AASU simaltaneously should suspend their agitation prior to discussion around the table. Once the discussion is started, the necessary solution to the vexed problem will be found.

In this context, I beg to bring to your kind notice the fact that an agitation of such a nature and magnitude was started by the AASU in 1971 on the language issue and it become so intractable that no solution was in sight. You as Prime Minister had to come down to Assam for a discussion with the leaders of AASU at Shillong. You may remember that the meeting reached deadlock when after fixation of time at Raj Bhawan, Shillong, the leaders of AASU, did not turn up on the ground of Govt. not stopping repressive measures. I was in the University as the Secretary, University Classes and ex-officio President of the Post Graduate Students Union which spreadheaded the whole movement under AASU. It was a herculian task to convince the students of your sincere desire and ultimately out of deep respect and regard to you, they have gone for discussion which helped ultimate solution later. With great difficulty and persuation, a discussion was arranged with the then Govt. and the student leaders and as a result of understanding, a solution was found and the movement withdrawn.

We who are in the scene, know to what extent outside elements tried to disrupt it and put threatening postures to the student leaders for their acceptence of a solution. The student leaders had to go underground for sometime till the frenzy subsided and normalcy returned. Though due to technical difficulty, Govt. could not implement the agreement later, the movement once withdrawn could not be restored. The State was fortunate to resume its normal activities and gradually the Govt. gained respect and could start their work with vigour.

If the experiences are any guide, we feel here also that once the discussion is started, solution will come. Our young people will appreciate your difficulty and accommodate any number of people in their State provided there is some gesture from the neighbouring States to share our difficulties and agree to take some as may be decided. Govt. should start deporting those who came after 1971 in order to show that Govt. is sincere and looks to the welfare of the people. Govts. fuilure to initiate measures so long and to seal the border from their sides, is one of the sore point on which people doubt bonafides of the Govt. Measures for the cultural and ethenic identity of the Assamese people should be initiated as promised. If those who entered this country illegally without valid documents abandone their present posture and surrender, this will help.

If concrete measures are taken by the Govt. a strong public opinion, certainly can be built up in the country even now to put pressure on the students for a discussion. Now the students have suspended the agitation and we hope, with your foresight and statemanship, a discussion will be arranged and solution will be found as contemplated by the Govt.

Students' leaders as we know have unflincing faith in you as a lover of this part of the country and we hope you will earn the gratitude and good will of all.

We are looking forward for a satisfactory solution so that our young people can go forward with others in playing their constructive role in the reconstruction of a resurgent India. Economic

development which was tardy, can pick-up. Educational Institutions open and normal life resumed. We have hailed the further healthy development on the issue and pray to God for its success.

With deep regards.

Yours sincerly,

(D. Gogoi)
Ex-Secretary, University Classes. G. I.
Ex-Chairman, Board of Secondary
Education, Assam.

New Gauhati
Pin : 781020.

To, The Adviser, Governor of Assam.

From :
Ex-Chairman,
Secondary Education Board, Assam,
P. O. Noonmati,
Gauhati-20
Pin : 781020.

Dear Shri Ramamurthy,

I thank you for kindly giving me an opportunity to meet you some time back when I handed over a few papers particularly about school education. I hope you have found time to persue the same. I also appreciate when you told me to give my views in writing to you.

I was particularly happy to learn that you have not neglected education in your schemes. I was told that you have made contingent plan for university and school education so that vigorous work can be resumed to bring back climate of study and seriousness once the present problems are settled. Judging from the developments and the liberal views taken by the Govt. I hope things are going to be settled. We have full faith on the Prime Minister to solve the problem.

It has distressed many of the older generations who have worked for the improvement of education that a rigid attitude have developed for which problems are not nearing solution so far. As a result, education has become the first casualty. As you are here for sometime and left the pulse of the students community and the public, we look forward to you for approving the real facts and help to defusing the situation.

You may not be aware that considerable progress has been made in our State specially in school education with regard to the modernisation of the curriculum examination reforms etc. Our state could boast of being the first few States where education reforms were undertaken. This will be corroborated by appreciation we received from the NCERT and other Secondary Education Boards All most of the works were initiated by me when I was appointed the first non-official Chairman of the Secondary Education Board. Assam in early 1974. But I am sorry to point out that since my retirement in July, 1978, not much progress had been made and many of the on going schemes were not completed but abandoned in the Board.

One of the important reforms which I considered to be of utmost imporiance was vocational education of the Plus 2 stage. I completed all the ground works in preparing curriculum and syllabus in a number of subjects and also obtained co-operation for implementation from the Agricultural University and Medical Colleges. Though I made tremendous efforts with the then Govt. remained callous. NCERT also very much interested and offered their guidance and help. They also helped getting central grant for survey for vocational courses but the report of the survey was never out but shelved. I sincerely feel that for middle level jobs where opportunities came galore, we cannot improve. It is not possible nor desirable for every one to go for specialised higher education and we should plan for creating technical and professional efficiency for-employment as well as for various job opportunities and tentiary services that are developing in the rural areas. It appears that wide ranging discussions on such vital matters, never emerged so far in the State.

I shall be obliged if you with the broad back-ground you have

of your advanced State like Madras, you will initiate some measures for introduction of vocational education or the Plus 2 stage by providing for liberal grants and doing other auxilary steps. You will be remembered by us for doing lasting good for the young generation.

The University are not moving much in modernisation of the P. G. Courses for which students have shown interest. When I was Secretary, University Classes, Gauhati University for 5 years, I tried with then Vice-Chancellor and the Heads of the Departments to open some new courses as to modernise the courses in Geology but the Department was not enthusiastic to do so. As a result, students with 1st Class in Geology from Gauhati University were not given scholarships by Oil India and thus they were deprived from benefit. Nothing has been done even now though students represented this several times.

Examination Reform in University and internal assessment was tried but was given up due to students resistence. This does not reflect well for want of understanding and cooperation between students and the professors.

I find from long experience both at school education and University education that our students are very fine. They respond to love and good will shown to them. They have also talents and sincerity but for lack of guidance and leadership from the elders, we have not been able to go forward much.

We have lack of such responsibilities like Mr. Malcolm Adisheshia who inspite of being connected with the University took so much interest in school education. He was the Ist to suggest that school education should be extended up to Plus 2 and the University be freed from school education and concentrate on higher education. Here, in our State, a reversed process is going on under which Janata Govt. reversed the process initiated by the former Congress Govt. by allowing P. U. Classes on purely political considerations. Education foundation for future is deliberately harmed for pol and other considerations. As a result, our future generation is bound to suffer. They will realise later.

I have casually mentioned a few points. If I be given opportunity to be associated with the University and the Boards in some

capacity, I may offer constructive suggestions for education reconstruction. As desired, I have submitted these few points for your consideration.

I offer my best regards,
Thanking you,

Yours sincerely,

(D. Gogoi)

To
Shri K. Ramamurthy,
Adviser to the Governor of Assam,
Dispur, Gauhati-781006.

To The Education, Minister, Assam

From : Shri D. Gogoi, M. A.,
Chairman (Retd.),
Board of Secondary Education, Assam,
Gauhati—21.

Dear Shri Choudhury,

While I was trying to adjust myself to the new schedule of work after my retirement from the Board, I had a mishap by falling down in the compound and getting a small bone fractured near the ancle. So I had to keep myself under pluster for another month more. So it was not possible to see you to pay my respects.

Two landmark measures of the present Govt. in making education free up to Class X and arranging education to the rural areas for the benefit of the rural children, are really praise worthy. Together with universalisation of elementary education and non-formal education in functional adult literacy, undertaken by the Govt. at the centre, the schemes will revolutionize the country provided these are implemedted with faith and sincerity. Govt. will have to do a lot for creating attitudinal changes in the teachers and officers who will be in the field. I hope, State Govt.

has drawn up detail plans and schemes for its implementation. Details of such schemes are not known as yet.

I hope you will try to give a real shape to secondary education also for which Secondary Education Board should be involved. Regarding your idea to carry education to the villages, some schemes to find out rural talent from the neglected sectors of the country was under contenplation when I was in the Board but due to certain difficulties, the scheme could not be finalised.

A scheme to select five students from each block from students whose parents are below the poverty line, can be devised for selection for this category of students and thereafter to maintain them for getting good education by providing them some monetary incentives. These students can be given intensive training during their summer vacation through efficient and competent teachers on District level. The details of such training programme can be worked out by the Board and their follow up studies can be also looked after. This will help such unfortunate and neglected students to come up and give proper encouragment and help, they may go to the highest possibilities.

If such a proposal has a moral support from you, I may work out in detail and request the Board to undertake it from the next academic session. Govt. may be also pleased to meet some financial cost to provide financial help to the students.

I also feel Govt. may be pleased to take a positive policy decision regarding +2 education. The Conference of Secondary Education Boards will discuss about +2 education on 28th and 29th September, 1978 and the Education Minister at the centre has consented to inaugurate it and also to preside over one of the plannary session. I hope action will be taken in our State to implement the recommendations of the Adiseshiah Committee as finalised in the next meeting of COBSE. As +2 has been declared as part of school education under the new system of 10+2, greater emphasis be put on expanding more High Schools according to need and introducing vocationalisation in selected areas to diversify education facilities to fulfil the aim of the present Govt.

for development of rural areas by creating skills to man such schemes in the country.

I hope this finds you well.

With best wishes and kind regards,

Yours sincerely,

(D. Gogoi)

New Gauhati
Gauhati-20

To
Shri Lakhyadhar Choudhury,
Minister, Education,
Govt. of Assam,
Uzanbazar, Gauhati—3.

To Chairman, SEBA

To
The Chairman,
Board of Secondary Education, Assam,
Gauhati—21.

Sir,

In response to your letter No. SEBA/AB –II12/PT/79/13962-67, dated Gauhati, the 11th January, 1979, I conducted the In-service Training Course in Economics for the Higher Secondary Teachers of the State at Dhakuakhana Higher Secondary School from 18-1-79 to 31-1-79 and submit the following report about the workshop.

Though about 100 teachers from all the Higher Secondary Schools Teaching Economics were to take part, yet only a few teachers joined the workshop and this has put the organisers into difficulties. I had to allow a few teachers from the local High Schools Teaching Civics and Economics of the High School Leaving Certificate Examination Course to attend the workshop.

I was told that the schools did not get the information in time and due to Panchayat Election at the time, the Schools did not

release some teachers. Though I sent wire to the different Inspectors to send teachers, yet the response was not encouraging and only a few came to join two days later.

The venue of workshop was at Dhakuakhana Higher Secondary School which had no amenities regarding lighting and water supply. So the Principal of the Higher Secondary School had to take action to remove the basic difficulties of the teachers. As hiring of lights involved heavy expenditure on daily basis, he has to arrange one generator to supply electricity to the conference room and other rooms where the teachers were accommodated. He had to construct temporary latrine and put up one tube well for sanitation and water. All these involved additional costs which were not provided under the items communicated to him later. As the trainees instisted on the ameneties, the additional work had my approval in the interest of smooth management of the workshop. The Principal has submitted the necessary vouchers for all the expenditures which he had to incurr.

I hope the Board will give special sanction for all the items as these were absolutely necessary. It should have been the responsibility of the Board to look to the existing facilities of the place when the vanue was selected and the Principal properly briefed about what he can spend or not. But nothing has been given to organise the workshop for 100 teachers and the team of resource persons. As such, he had to take advance action. The accounts of the workshop may therefore be settled on the basis of the expenditure supported by the vouchers. Special sanction may be given where necessary. The assistant deputed from the Board will be able to explain the circumstances under which additional expenditure had to the incurred.

The workshop held in the rural setting has created necessary popular enthusiasm which was reflected in the active help and participation by teachers and the public The teachers also enjoyed as they have ample opportunity of studying the rural economy of the area. The economic survey conducted by the teachers gave them valuable information regarding rural area and the impact of development on the life of the people. A copy of the report prepared after necessary survey is enclosed. Socio-Enonomic

Survey is a part of the syllabus and as such practical experience was provided to the teachers so that they may guide their students later in the school.

The time table of the workshop was planned on the guidelines given from the Board. The general topics on educational objectives etc. were dealt by Sri J. C. Das, Academic Officer of the Board. Contents on topics of the syllabus were dealt by the resource persons and all important topics were covered from the syllabus of Economics with modern development and different concepts. Besides theoritical discussions, group work was done and the resource persons guided the group work. All the sittings and discussions were guided by the Director and under his overall supervision, all the sessions were held. The inaugural function was attended by Civil S. D. O., Dhemaji and the concluding function by the Deputy Commissioner, Lakhimpur District. Both the functions were well attended.

A short examination was held towards the end and the result of the examination is enclosed separately.

Two sessions were devoted towards discussion of the Economics syllabus prepared by the Board. Frank and free discussions were held where the teachers gave their ideas. As a result, certain modifications were suggested and these are noted below :

Sub Unit I : Assumptions of Economics (only idea to be given and not for question in the examination).

Macro Economics and Micro Economics : (only idea to be given and not for setting questions in examination).

Unit III : After meaning of demand-factors influencing demand to the inserted.

Measurment of elasticity should be put as total revenue method of measuring elasticity.

Under Unit III—laws of production to be added.

Under Unit IV—concept of market and its major forms to be added.

After subunit 2, sub-unit 3 be added with total revenue.

Average Revenue and marginal revenue

Under Unit VIII—Sub-Unit 5—clerk's theory of profit be omitted.

Unit No. X : Statistics.

A special workshop to deal with the topics on statistics should be held as all the teachers are without any knowledge of statistics. This could not be covered as resource person with statistics background did not attend. The teachers pressed for such a workshop to be held by the Board to train the existing teachers. Board may be pleased to hold a short workshop for 10 days to give the essential ideas of statistics regarding the teaching the topic. Teachers guide materials on the topics be first prepared and supplied to the teachers and on the basis of the same discussions in the workshop be hold later.

The teachers were made to do practical work in group by preparing unit plans on some topics. Copies prepared bv the group are enclosed. These may be further refined and printed by the Board and supplied to the schools as sample materials. If a meeting with a few experts is held, I may also attend to finalise the unit plans. The teachers were told to develop unit plans on other topics of the syllabus and to use the same for teaching.

The terchers were given sufficient briefing about Examination Reform. They also prepared new type of questions under the following heads :—improved essay type, short answer type, very short answer type, objective type questions of teatching type. They were also explained the significance of remedial type of questions and how to use them in teaching learning situations.

The curriculum construction and syllabus framing was dealt with reference to the syllabus prepared by the Board. The unit concept was explained. The advances on the subject on different topics were also dealt by the resource persons.

On the whole, the teachers took keen interest in all the discussions. The workshop was held in homely atmosphere and no trainees except one suffered any kind of illness. The organisers and the Principal and other teachers were all attentive and difficulties were removed regarding food and other matters.

I offer thanks to the resource persons, specially to Dr. A. Goswami of Dibrugarh University for his illuminating discourses on some new concepts on the subject. I was happy with my association with the teachers and hope the Board will provide further opportunities where teachers who could not attend this workshop may be invited and I may complete the work with all the teachers of the schools. Materials produced may be refined and circulated to all the schools.

If necessary, a set of model questions of different type may be prepared and this may serve as a Question Bank. I am ready to to assist the Board in this respect.

I thank you sincerely for giving me this opportunity and look forward to my association with the Board in future.

(D. Gogoi)

Encloures :

1. 5 Unit Plans prepared by the groups.
2. Detailed programme of the Inservice Training Course.
3. A report on Socio Economic Survey with sample proforma used.
4. Result of the short examination held after the training with objective type question of matching type.
5. A list of Books on Economics for the schools with possible additions from the Board for circulation to the schools.
6. A list of names of trainees who attended from schools.
7. A brief report on the functioning on the Higher Secondary Schools in Economics as found from the detail informations collected from the teachers.
8. Necessary suggestion regarding modification of the syllabus on Economics as included in the body of the report.
9. List of resource persons who helped me in conducting the workshop.

(D. Gogoi)

To The Director, NCERT

From :
Shri D. Gogoi, M. A.,
Chairman (Retd.), SEBA,
P. O. Noonmati, Gauhati-20

Dear respected Dr. Mitra,

I am sending a copy of my last report on the Board for favour of your perusal.

I have retired from the Board after expiry of my term. As I was connected with Secondary Education for the major part of my life except a brief period in the College and University, I have developed sustained interest on it. So, I propose to continue to work for qualititative improvement of secondary education and other problems in the State.

I hope you will be kind enough to give me opportunity to appreciate with the problems of secondary education. I have tried to push through the various proposals formulated by the N.C.E.R.T. with regard to examination reform and for improvement of curriculum and teaching learning situation. I hope to continue to work favourable way. I shall be glad if I can keep myself familiar with the activities of the N.C.E.R.T. so that I can push among the teachers through the professional organisations. I have been selected as the President of the Academic Council of the Headmasters of the State.

I express my gratitude for your kind feelings to me and I hope I will also enjoy the same now also.

With my best wishes and kind regards.

Yours sincerely,
(D. Gogoi)

To
Dr. S. K. Mitra, Director,
National Council of Educational
Research & Training,
Sri Aurobindo Marg, New Delhi-16.

To Talent Search Unit NCERT, New Delhi

From :
Shri D. Gogoi, M. A.
Chairman, SEBA (Retd.),
P. O. Noonmati,
New Gauhati, Gauhati-781020.

Dear Dr. Saxena,

I hope you are doing well. I have recently retired from the Board after my term was over. Yet as I developed long connection with Secondary Education, I propose to keep myself in studies regarding qualitative improvement of education.

I am sorry to find that in the last Talent Search Examination, no student could compete though I took considerable interest, instructing teachers to have coaching classes. About 100 schools were supplied with the sample papers provided by the Field Officer, N.C.E.R.T.

I am now thinking about convening a meeting of selected educationists to discuss this problem as to whether we may start a coaching class with selected teachers from the colleges and schools to guide the students. It is a serious matter for the State that we have not been able to make the students compete. I hope you remember about the seminar we held where you were also present. I moved the Govt. then from the Board to help organising a Talent Search Examination in the lower classes to find out talented students and to nurture them in the later course High School but nothing came.

I shall be glad if you kindly help by sending the question papers of the last two years for this examination both for High School and Higher Secondary students and also the positive date of the examination next year. If you have any analysis of the performances of the students appearing last year, how they have fored in different subjects and where their weakness lie.

I shall discuss this matter with the Govt. and the Board and other interested educationists in order to develop a strategy so that at least some from this State can be successful in the next years examination.

With my best wishes and kind regards.

Yours sincerely,
(D. Gogoi)

To
Dr. K. N. Saxena,
Talent Search Unit,
National Council of Educational Research & Training,
Sri Aurobindo Marg,
New Delhi-110016,

P. S. : A copy of my last report on Board is endorsed for your kind perusal.

To Joint Secretary Ministry of Education & Social Welfare Government of India.

To
Smti. Anjani Dayanand,
Joint Secretary,
Ministry of Education & Social Welfare,
Govt. of India,
New Delhi-110001.

From :
Shri D. Gogoi, M.A., Date : 25-9-78
Chairman (Retd.), SFBA.
P. O. Noonmati,
New Gauhati-781020.

Dear Smti. Dayanand,

I thank you for your letter dtd. 1th Sept. '78. As I have retired from the Board, I sent your letter to my successor for necessary action.

As I have devoted for the substential part of my life with Secondary Education, as Inspector of Schools, Secretary of the Board and as Chairman at last after a brief period in the college and in the Gauhati University, I have sustained interest in secondary education and I propose to devote myself for the improvement of Secondary education in the State in my non-official capacity. I shall be glad if the Govt. and the Board associate me in the work of development in future.

During my last 4 years in the Board, I tried to consolidate 10 Year school education and undertook a massive teacher orientation programme. I am satisfied that there efforts have borne fruit and the new 10 year school education has a favourable impact on the students and teachers. But I am sorry that inspite of my efforts I could not implement 2 Year education and implementation of the vocational courses still remain to be a dream.

I sincerely hope that the State Govt. will evolve a positive policy with regard to Plus 2 education and help by evolution of a system as recommended by the Adisheshish Committee.

I am sending you a copy of my last report on the Board together with the script prepared in connection of the Review Committee reports. A copy is given to the Board for making such use as they think necessary, in connection with the ensuing COBSE meeting. I hope you will kindly persue these and discuss with the Secretary and Chairman when they will meet in the COBSE conference.

I only wish that after the recommendations of the COBSE, our State Govt. and the Board will follow up and take necessary action.

With my kind regards.

Copy to the :

(1) Education Secretary, Assam together with a copy and my report for favour of perusal and necessary action.

(2) Secretary, SEBA for perusat and necessary action.

SOME IMPORTANT LETTERS TO DR. GOGOI

From : D. R. DUA 13th February, 1978

Dear Dr. Dogoi,

Kindly refer to your letter No. SEBA/CH/3/78/173 dated 6th February, 1978. Thanks very much indeed for the information so kindly supplied by you. I submitted the report on 25th January, 1978, on schedule. I shall certainly make use of this information in my other capacity i.e, as Member Secretary, Working Group on Vocationalisation of Education, Rural Sub-Group.

I am sorry for the inconvenience caused to you during your visit in my absence on 7th February, 1978.

Thanks also for the invitation card for my participation in your dear son, Shri Dalim Kumar Gogoi's wedding on 6th March, 1978. Since this date coincides with my daughter's marriage here at Delhi. I through this communication send my best wishes and blessings to the couple and congratulation to your good self and Shrimati Gogoi.

With kind regards,

D. R Dua

From : K. Misra, NCERT 6th March, 1979

Dear Shri Gogoi,

I was very pleased to receive your letter of 24/2/79 and thank you for sending me a copy of your address to the Higher Secondary Teachers' Conference, which I have enjoyed reading. I think that as a result of your clear statements regarding the system of education in the schools, Assam should be able to make quick progress.

I am glad to note that you have liked the booklet entitled "Reform in Examinations" and that you want to get it translated into the regional language and publish it on a no profit no loss basis with due acknowledgement. I shall be glad to see such a translation. You have my permission.

With best regards,

K. Misra

Prof. S. M. Chatterji—NCERT
Consultant

14.2.1977

Dear Shri Gogoi,

I am really thankful to you for your letter No. SEBA/CH/3/78/152, dated 2.2.78 along with the encls. Your report relating to the implementation of work experience in schools under your Board will be certainly helpful not only to the NCERT but to all State Board in the country. You have rightly tried to put forward ynur achievements and at the same time pointed out clearly the dfficulties of the situations. An objective assessment of the progress of implementation should be made by the Boards of Secondary Education in order to have the necessary feed-baek. It is rather unfortunate that many persons are there who still think of productive activity as a burden on the curriculum. The sooner the doubts are dispelled the better will be the prospects of educational reform. This inertia, lack of faith, have been responsible for retardation in the progress of education on proper lines. I should congratulate you on your taking the periodical action in the form of sending circullar letters to Heads of Secondary Schools.

I shall get the report analysed and let you know our comments. Meanwhile, I should request you to give me a list of productive activities offered by the schools and frequency distribution of the same. You may kindly recall that I maintain one such list while was the Chairman of the West Bengal Board of Secondary Epucation. You may get one copy of the list collected by your Scrctary, from Shri S. C. Ray, Special Officer, West Bengal Board of Secondary Educatioh. The aforesaid list will give an idea of the relative preference given to different activities and may help planning out things for the future. Once again I thank you for sending me the documents.

S M. Chatterjee

From : **Prof. H. S. Srivostava, NCERT**

September 22, 19/8.

My dear Gogoi Saheb,

Your letter dated 13.9.78 along with the brief report of the working of the SEBA to hand. The report not only makes an interesting but also a very encouraging and a reassuring reading. You deserve congratulations for such a lot of inputs that you provided to the Board for the qnalitative improvement of its work. I am anxious to know about the condition of your recovery. My anxiety has been further vetted by the fact that our Guest House does not have any lift and even your journey by air may cumbersome to you unless you are fully recovered. I would suggest that you do not take any risk go by medical advice.

With personal regards,

H. S. Srivastava

November 21, 1978.

Dear Shri Gogoi,

I am thankful to you for the paper you very kindly sent us for being presented at the Seminar on Management of examinations. I must say that the paper was very highly appreciated

I am indeed grateful to you for having given us the benefit of your experience even without attending the seminar. I hope you are now doing well and that you are able to walk without any discomfort. I hope to hear from you about your health regarding which I am anvious.

With personal regards,

H. S. Srivastava

EXAMINATION REFORM UNIT

National Council of Educational Research and Training

Prof. H. S. Srivastava
Head of the unit

Sri Aurobindo Marg
New Delhi—110016
India
July 22, 1978.

Dear Shri Gogoi,

Thank you very much for your letter No. SEBA/CH/3/78/4564 dated 24.6.78 which I received on my return from tour. I am really sorry to learn that the inevitable day has approached when you will give up your charge in the SEBA. When I recall the progress that the Board has made under your charge. I am only left with a sense of admiration for the valuable leadership you were able to provide to it.

I am very sure that the academic world will continue to take advantage of your wide experience. On our part we would certainly be troubling you off and on in connection with our programmes and hope you will not deny us the pleasure of exploiting your experience and expertise.

If you could give me your residential address, I woud have that put on our mailing list so that you would be receiving our material from time to time.

With personal regards.

Yours sincerely,
H. S. Srivastava

Shri D. Gogoi,
Chairman,
Board of Secondary Education,
Assam, Bamunimaidan, Gauhati—781021.

EXAMINATION REFORM UINT

National Council of Educational Research and Training

Sri Aurobindo Marg, New Delhi—110016.

To Dated : 4.6.74.

Sri. D. Gogoi,
Chairman, Board of Secoundary Education,
Assam, Gauhati—781021

Dear Sir,

With reference to my letters No. 13-1/79-ERU, dated the 19th April and 23rd April 1979 regarding Malpractices in Examinations, I have sent you schedule regarding malpractices which is to be filled in by your office. I have also sent you a Questionnaire which was to be filled in by you or by the Secretary of the Board. Replies are still awaited with regard to Schedule as well as questionnaire. I shall be grateful if the reply is expedited.

Thanking you.

yours faithfully,
H. S. Srivastava
Professor

MONITORING AND EVALUATION CELL

National Council of Educational Research and Training

Aurobinda Maag, New Delhi—110016.

September 27, 1979.

Shri D. Gogoi,
Chairman,
Board of Secondary Education,
Gauhati—781021

Dear Sir,

As you are aware, the NCERT brought out a book entitled 'Reforming Examinations—Some Emerging Concepts'. Just within a month of its publication, we started receiving requests from state

level educational agencies for permission to translate it in the regional languages for wlider circulation. Director, NCERT, therefore, forwarded a copy of the same to you vide his letter No. F. 20-6/77-ERU/dated February 2, 1979 indicating that you may also like to have it translated and published in the regional language. He also offered to give a copyright for the aforesaid translation provided the book was brought out on a no-profit no-loss basis.

We have already heard from a number of states about their intention of translating the aforesaid book and some of them are even about to send the translated version to the press. Having not heard anything from you so far, I thought I might write this to you to inquire of you about the progress made in this regard. An early intimation will oblige and enable us to issue certificates of copyright authorization.

Thanking you,

Yours faithfully,
H. S. Srivastava
Professor

Copy of the letter from Director, NCERT, New Delhi forwarded to the following for favour of information.

(1) Secretary to the Govt. of Assam. Education Department, Dispur, Gauhati-781006. A reference is invited to my application for accord of recognition to the State Academic Council. The Council's main function is to bring about academic improvement in Secondary Education in the State and to extend co-operation to the Govt. and the Board in such matters. A copy of my address to the Conference of Higher Secondary Teachers' Association is enclosed for perusal.

(2) Secretary, Board of Secondary Education, Assam, Gauhati-21 be pleased to accord recognition to the State Academic Council formed in the State.

(3) Director of Public Instruction, Govt. of Assam, Kahlipara, Gauhati-19 with a copy of my address to the Higher Secondary Teachers' Conference for information and perusal.

(4) Sri C. K. Bhuyan, President, Assam School Teachers' Association with a copy of my address.

(5) Secretary, State Academic Council, Jorhat for information. He is requested to contact Principal Goswami of the Post Graduate Training College and ascertain the progress of translation. He is also requested to draw up the programme of the annual session, in consultation with me. A copy of my address is enclosed for office reference.

(**D. Gogoi**)

THE HUMANITY HOUSE
143, Dayanand Vihar
Delhi-92

Dated : 20-4-93

My Dear Gogoi Saheb,

It is after a long time that I am writing this to you.

A few minutes back Dr. R R. Saxena rang me up to tell me that you had enquired of my address from him. While I have given that for him I am losing no time to write the same to you myself.

I retired from NCERT on 31.12.90. Then I was a member of the Commission of Inquiry on the Commissions and Commission of the CBSE. Since then I have been working as an Honorary Consultant of COBSE, still helping the Boards in their various programmes.

After retirement I have settled at the above address where, I have built a small house. Hope you would like the name I have given to my house. One of my daughters has been married and the other one who is 11 years younger to her is appearing at the B.A. (final) History (Hons.) Examination.

I think I should write to you about a project that I have completed. It is the National study of scholastic Achievement. Probably in regard to its dimension it was the biggest ever

examination ever conducted in any part of the world with 5 lakh students taking it at 5,000 examination centres all over the country. The tests covered Social Sciences, Sciences and Mathematics at class X level and History, Geography, Political Science, Economics, Physics, Chemistry, Biology, Mathematics, Commerce and Accountancy at class XII level. All the tests were conducted in 14 languages.

The study investigated with the variations in the levels of achievement of students of all the Boards of the country in regard to (a) sex (boys & girls), (b) location of schools (rural/urban), (c) management of schools (govt. private aided, private unaided, local body), (d) parental education level, (e) parental income, (f) different abilities of children, (g) different areas of content in different subjects.

Each state can find out as to where they are falling short of the norms and where their curriculum and text books deserve to be reinforced.

There were not many copies prepared one each has been sent to every Board. It is a thick report weighing more than a kilo.

The ministries of education can take advantage of the findings, in improving their educational standerd.

The national Census of Sehool Education commonly known as the Fifth All India Educational Survey was also completed under my charge Dr. Misra lives about 2 Kilometer from our place. We meet and talk on phone sometimes. Dr. Dua was here in march He has gone back to Hamburg. He has purchased a flat at Ahmedabad where he proposes to settle down.

Wishing you a long happy and a healthy life.

With regards.

Sinceerly yours,

S. S. Srivastava

JOTTINGS FROM MEMORY

A Peep into Dr. Gogoi's Personality

—Prabin Kr. Gogoi

It was in the late sixties. I was then a Young lecturer in Cotton College in the Department of English, as also an Examiner of HSLC Examination conducted by SEBA. The scripts allotted to me was of English-II. After examining the first few scripts I felt convinced that the scripts were from one of the 'Lucky Centres'. It was not merely a case of mass-scale copying, but if my guess was correct, some 'invigilators' had apparently connived actively in dictating answers to certain question-especially the essay-type ones. I felt disgusted. I painstakingly marked the first few scripts as also a few more at random and found that these were almost carbon copies of one another, even to the most silly mistakes. I discussed with some of my senior colleagues. Some said that nothing would be done even if I reported to the concerned authorities about the case. I was advised to award low marks to all these candidates. A few, however, advised me to report the matter personally to the then Secretary of SEBA, Late Dandeswar Gogoi. Though Late Gogoi was distantly related to me I was not till then personally known to him. I finally decided to meet him. He was busy discussing some official matters with a number of people. I told him about my disgusting experience and requested him to take back the packet of scripts and get it examined by some more experienced examiners. He gave me a patient hearing and advised me to correct the scripts, allot them marks on merit and submit a written report to him by hand. Many of my cynical colleagues, on hearing his advice, told me that the matter would end there and nothing would come out of it. I however, followed his instructions and waited for the results. In those days HSLC results were published in the Daily Newspapers. I was pleasantly surprised when the result of the entire centre was shown as withheld. I felt vindicated. It was more than 25 years later when I joined as Secretary, SEBA that I came to know about the follow-up action taken on my report.

Some by then senior officers of SEBA who happened to serve under Late Gogoi told me how after persuing my report he himself went to the centre which was located in an almost inaccessible area, to conduct an on-the-spot enquiry and take appropriate follow-up action to cleanse the centre. He also made sure that very strict supervising officers were placcd there in all subsequent examinations to oversee things.

Much water flowed down the river since then. The next I came into contact with this young man of almost eighty was when I was posted as Inspector of Schools, Dibrugarh. The scout masters told me that their annual camp would be attended by Gogoideo. I immediately arranged a room in the Circuit House for his stay. The organisers told me that Late Gogoi would perhaps prefer to stay in the camp along with the others. They proved to be right. Late Gogoi on hearing that I had booked a room for him in the Circuit House mildly took me to task and expressed his desire to share the camp life with the boys. It was with much difficulty that I persuaded him to stay in the Circuit House so that he could have a comfortable stay. He ultimately yeilded. But the room remained unoccupied except for the few hours of sleep at night. Right from the morning till dinner was over he would spend his time with the boys in the camp. When we politely hinted to him that he should not overstrain himself, he replied that living and mixing with the youthful scouts was like tonic to him.

During 1990 to 1992 when I was serving as Secretary, SEBA—the very post he had adorned when I first met him about 25 years ago—our interaction became frequent. Though in his eighties he was as energetic as any young man of thirty. He was actively associated with both Scouts & Guides and various other matters of academic nature. He shouldered various responsibilities entrusted to him by SEBA with his characteristic dedicated zeal and elan. By that time SEBA had shifted its office to its own three-storied building. He would climb the stairs easily, actively participated in the various academic seminars and discussions. Out of consideration for his age, I used to offer him the SEBA vehicles, but he invariably refused the offer and preferred to walk notwithstanding a very serious injury he had suffered in the legs by falling into a

man-hole; thanks to the numerous uncovered man-holes the city abounds in courtesy Guwahati Municipal Corporation.

A man like Dr. Gogoi with a clean record as an educational administrator, as a devoted teacher and as an eminent educationist with such missionary zeal is hard to come by. He is indeed one among the giants who had served the cause of education so admirably in the glorious past and is definitely one among the few we would do well to emulate.

SYDENHAM COLLEGE OF COMMERCE & ECONOMICS

Bombay, 21st November 1952

This is to say that I have known Prof. Gogoi of the Cotton Hindu College of Gauhati for a n umber of years. I came in close contact with him during my three visits to the University for the purpose of delivering courses of post-graduate lectures. I found Prof. Gogoi sincerely interested in Economics and anxious to study at close quarters the condition of the rural people of Assam. He is an unassuming man who has made himself extremely popular with the student world in his University. He is well spoken of by his colleagues and the University Authorities. He has managed the Economics Department of his College since 1948 and has been lecturing on Indian Economics and Public Finance to both the Pass and Honours Classes.

Principal

SYDENHAM COLLEGE OF COMMERCE & ECONOMICS

Bombay, 21st November, 1952

Dear Prof. Gogoi,

I was very glad to receive your letter which unfortunately does not bear its date. I am particularly glad to hear that your younger Sister-in-law has done extremely well in her marriage and the subsequent post-marriage progress. It is perhaps possible that I will be attending the next Economic Conference when I hope I shall meet you. Kindly give my compliments to all my friends at Gauhati. I am enclosing the certificate you require. I hope you will find it of some use.

Yours sincerely,

Prof. Dandeswar Gogoi
Superintendent, Mess III,
Cotton Hindu Hostel, Gauhati.

NEED FOR ORIENTATION OF TEACHER EDUCATION IN OUR STATE

Teacher education imparted in our State through the Basic Training Institutions for primary teachers, normal schools for middle school teachers and the Bachelor of Training Colleges of High and Higher Secondary Schools, may be called professional education. The existing system of professinal education for teachers- suffer from major weakness. This has been pointed out by the different Education Commissions viz-University Education Commission, 1949, Secondary Education Commission, 1953, the Int. team on Teacher and Curricula in Secondary Schools, 1954 and Education Commission (1964-166).

The existing system appears to be static and rigid to cope with the new national goal of education. There is no integrated curricula for the teacher trainees from the primary to the Higher Secondary stage. There is lack of coordination at various stages. Little attempt is made to create awareness in the mind of the teacher trainees about the role, education can play to transform the present society and the development of the total personality in the child. Even in the limited areas of method teaching set patterns of lesson planning and rigid technique of teaching are followed in practical teaching, regardness of the nature of the subject matter and the objectives to be achieved in terms of behavioural change.

Under the new concept of education developed in the country under the new pattern, education must play the crucial role of social development and change. Education must reach the lowest rung of society and this universalisation of education is one of the important task to be undertaken by the teaching community. This demands that a fundamental change be effected in all aspects of teacher education i. e., objectives, structure, curricula, methods, modes and media, evaluation techniques, staffing pattern, administrative machinery and content of teacher education in the country, so that objectives spelled out in the NCERT document "curriculum for 10 year school and Higher Secondary education and its recommendation" can be attained. The recommendation of Education

Committies in this regard read as follows—"A sound programme of professional education of teachers, is essential for qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in education of millions".

With the above background, we may analyse in what aspects, teacher education should be oriented.

(1) Curriculum at different stages of teacher education should have relevance to the purpose and social needs of the children and the schools. There should be correspondance between the school curriculum and the teacher education curriculum. This has been neglected in our present B. T. curriculum as no classes have been brought about in the existing curriculum where there is no provision for work experience, health education, physical and recreational education as well as vocational education.

(2) The curriculum at different stages should be so organised that it permits mobility both horizontal and vertical. It should be posssble for a teacher trainee at the Bachelor stage to move from one discipline to another. If education courses are provided at different stages of teacher education, a trainee may move upward from one stage to another.

(3) There should be provision for academic discipline as well as for task oriented training to become teacher at a particular level. The very nature of teacher education is study and practice There is need for modification in the training programmes in view of the recent development in the field. The task oriented teacher education should get prominence. The teacher should be trained to handle a variety of task inside and outside the class room wheather these relate to the identifying the objectives of teaching of a given subject matter or communicating an idea, demonestrating an experiment, making the children to a field trip, guiding an emotionally disturbed child etc. It is obvious that this requires an enormous amount of training to be an expert in handling such tasks. So far as theory course is concerned, it is the application of principles to

teaching and learning that is more important than mere theoretical understanding.

(4) Greater emphasis should be put in practical teaching by the teacher trainnees. In developing task oriented teacher education, it is imperative that practical teaching should be more realistic and suited to the actual class room situation.

(5) It is suggested that the curriculum for teacher education should be organised on a semester basis. Details can be worked out once the University decides its adoption thus providing for a fundamental change. This system has already found its way in all professional colleges in the country and even suggested for general education for the school stage.

(6) Fundamental changes are also suggested for evaluation of teacher trainees. The present practice of having one examination at the end of the course, be replaced by a system of internal assessment for both theory and practical teaching. One who teaches also evaluates' should be the motto of education and this should first be practised in teacher training institutes. The purpose of assessment is to find out whether there is a comprenensive growth and development of the teacher trainee and for this there should be continuous evaluation. A variety of modes and means of collecting realiable and valid information has to be adopted.

(7) Since work experience now called socially useful productive works, Health, Physical, games and recreational education are included as compulsory part of the school curriculum, it is neccessary that teacher trainees be given practical training in these skill oriented subjects in suitable manner so that competition of the teachers to guide such activities in the school develops while under training.

It is unfortunate that even inspite of the new curriculum being introduced in the school as far back as 1973, the University of Gauhati has not introduced any change in the training course of the B. T. Courses. If the B. T. courses have to serve useful purpose, the worthwhile changes should be introduced. It is hoped that Govt. and the training colleges woke up to the urgent need of introducing changes in the B. T. Course curriculum and thereby pave the way for improvement of school education in the country.

PROPOSAL FOR AN ENDOWMENT FOR CREATION OF SCHOLARSHIP TO COMEMORATE TO MEMORY OF THE 'SHWAHID'

In the 9 month's old non-violent and peaceful agitation launched by All Assam Students Union in the State for preservation of cultural and ethnic identity of the people from being wiped out by the foreign nationals, many promising young men have lost their lives. They have sacrificed their lives for a noble cause held dear by the nation and thus inspired others to continue the movement with faith and courage of manhood. This has aroused the sympathy and support from all sections of the people inside the State and outside.

It is not the first time that young boys and girls have sacrificed their lives for the cause of the nation. Many young boys and girls fired by patriotism lost their lives during the last Independence Movement. The young people of this State of Assam had to fight for very rational and legitimate rights such as constructing bridges over the Brahmaputra, establishing refineries for mineral crude oil found in Assam introducing Assamese as the Regional language of the State even through it is one of the 14 languages of the Indian Union as per the constitution of India. But the public memory is short and we have forgetton the names of many of those who had laid their lives for the honour and interest of the people of this State.

In order to keep the memories of those valiant young men and women alive and for remembering them by the grateful nation, it has been considered necessary to raise an endowment of, at least, Rs. 5 lakhs for the creation of a number of scholarships in the memory of each 'shwahid' who laid down their lives not for their personal benefit but the interest of the future generations and of our own. This will be a fitting objective to be raised and nourished. The modalities of the proposal and its administration can be decided later on. It is necessary, at first, to agree on the board objectives of the proposal and to discuss about the detail mesures as to how these can be achieved with the full cooperation of the entire student

community and the public. In order to make it broad based, it is considered necessary to raise small contributions from every one, students, teachers and other public in such a way that nobody feels the impact and contribute gladly of their own.

Naturally, the machinery for such a task must be non-official efforts where educationists from different areas an the students organisations must cooperate an take a leading role. If the idea is endorsed by the 'All Assam Students Union' then a discussion can be arranged by the amongst the educationists of the State to make the proposal feasible and workable. Views and comments can also be elicited through News Papers.

Many great things are done in the country through non-official efforts withoug Govt. help. In this particular case, an all out effort should be made to create the endowment which will provide the key for the promising young men and women to come forward and attain such merits as to be able to contribute their best to the nation. This will keep the memory of the martyrs green. The nations' gratefulness will, perhaps, be aptly exhibited longer and better and any temporary measure is likely to sink into oblivion once the issue is settled. It is, perhaps, the right time, therefore, to make such an effort an creating the proposed endowment idea receives favourable support.

A Latter to Mr. L. Chowdhury
Minister of Education, Assam

From : Shri D. Gogoi, M. A.,
Chairman (Retd.),
Board of Secondary Education, Assam,
Gauhati-21.

Dear Shri Choudhury,

While I was trying to adjust myself to the new schedule of work after my retirement from the Board, I had a mishap by falling down in the compound and getting a small bone fracture near the ancle. So I had to keep myself under pluster for another month more. So it was not possible to see you to pay my respects.

Two landmark measures of the present Govt. in making education free up to Class X and arranging education to the rural areas for the benefit of the rural children, are really praise worthy. Together with universalisation of elementary education and non-formal education in functional adult literacy, undertaken by the Govt. at the centre, the schemes will revolutionize the country provided these are implemented with faith and sincerity. Govt. will have to do a lot for creating attitudinal changes in the teachers and officers who will be in the field. I hope, State Govt. has drawn up detail plans and schemes for its implementation. Details of such schemes are not known as yet.

I hope you will try to give a real shape to secondary education also for which Secondary Education Board should be involved. Regarding your idea to carry education to the villages, some schemes to find out rural talent from the neglected sectors of the country was under contemplation when I was in the Board but due to certain difficulties, the scheme could not be finalised.

A scheme to select five students from each block from students whose parents are below the poverty line, can be devised for selection for this category of students and thereafter to maintain them for getting good education by providing them some monetary incentives These students can be given intensive training during their summer vacation through efficient and competent teachers on District level. The details of such training programme can be worked out by the Board and their follow up studies can be also looked after. This will help such unfortunate and neglected students to come up and given proper encouragement and help, they may go to the highest possibilities.

If such a proposal has a moral support from you, I may work out in detail and request the Board to undertake it from the next academic session. Govt. may be also pleased to meet some financial cost to provide financial help to the students.

I also feel Govt. may be pleased to take a positive policy decision regarding +2 education. The Conference of Secondary Education Boards will discuss about +2 education on 28th and 29th September, 1978 and the Education Minister at the centre has consented to inaugurate it and also to preside over one of the plannary session.

I hope action will be taken in our State to implement the recommendations of the Adiseshiah Committee as finalised in the next meeting of COBSE. As +2 has been declared as part of school education under the new system of 10+2, greater emphasis be put on expanding more High Schools according to need and introducing vocationalisation in selected areas to diversify education facilities to fulfil the aim of the present Govt. for development of rural areas by creating skills to man such schemes in the country.

I hope this finds you well.

With best wishes and kind regards,

Yours sincerely,
(D. Gogoi)

To
Shri Lakhyadhar Choudhury,
Minister, Education,
Govt. of Assam,
Uzanbazar, Gauhati—3.

SUMMARY REPORT OF COBSE HELD IN CHANDIGARH
From 10th to 12th February, 1978.

The 9th Annual Conference of the Boards of Secondary Education was held in Chandigarh from 10th to 12th February, 1978. It was inaugurated by Dr. P. C. Chunder, Union Minister for Education, Govt. of India. The Annual session was presided over by Shri S. Prakash Singh Badal, Chief Minister of Punjab. Shri S. S. Singh, Education Minister, Punjab and Col. Ram Singh, Education Minister, Haryana, were also present.

A large number of educational adminstrators including the Chairmen and the Secretaries of the Boards of Education and the Director of Education of the States participated in the session. The Plenary Session was chaired by Sri P. Subramanyam, Education Secretary to the Govt. of India, and Dr. Siv Kumar Mitra, Director of N. C. E. R. T. attended and participated in the deliberations.

Some of the states including Assam have implemented the new curriculum. The new curriculum however, evoked criticism in respect of their being to many subjects and a large number of voluminous books so much so that the Ministry of Education appointed a Committee to review the matter under the Chairmanship of Shri Iswarbhai J. Patel, Vice-chancellor, Gujrat University. The Review Committee has submitted the report and the theme of discussion of the 9th Conference was on the recommendations of the Review Committee besides other matters that concern the member Boards.

The Conference welcomes the high priority that is now given to School Education particularly to Elementary Education and Higher allocation from 32% to 50% of the Education outlay on Elementary Education. This will strengthen the basis for Education.

The Conference agrees with the main recommendations of the Review Committee, the need to provide 10 year general education to enable the citizens to play a fruitful role in the society. This general education should provide all round development of possibility besides acquisition of tools of formal learning i. e. literacy, numeracy and manual skills.

The Conference recommended to the member Boards to develop their curricula more realistically accommodating local needs in the frame work of national goals and that in this flexibility should be the guiding principle. The Boards should make use of the syllabus frame as developed by the Review Committee. Moral Education and Games and Physical Education should be provided.

The Conference accepted the recommendations of the Review Committee in principle and recommends to the member Boards :

1. that Socially Useful Productive Work be given the status of a full fledged subject in the school curriculum as envisaged by Gandhiji.

2. that work done in practical based subjects like Science, Agriculture or work done by students at home or farms, be counted towards socially useful work.

3. That Evaluation on Socially Useful Productive Work be included for certification and the system be developed by the Boards.

For this member Boards are requested to allot increased time as follows :

Class I-IV—20%

V/VI to VII/VIII—6 hours a week

VIII/IX to X —6 hours a week.

For marketing the products the Education Deptts. should purchase such articles. A part of the sale proceeds be paid to the students

The activities for this part of the pupils' work may be identified by the member Boards. The Conference also laid down that not more than 7 subjects be included for examination at the end of Class X. For this Social Studies with History, Civics and Geography be treated one subject.

On languages, the conference accepted the suggestion of 3 languages as recommended by the Kothari Commission.

The Conference did not favour Alternative courses in Mathematics and Social Studies as recommended by the Review Committee. Other aspects covered are the Textbooks and examination reform and continuous internal assesment and teacher preparation.

Thus the conference discussed fully all the recommendations of the Review Committee on all the major areas and recommended to the Boards to adopt a crash programme to finalise their specific recommendations within 3 months and inform Govt. of India its decision as to how it implements the main recommendations of the Review Committee.

As regards curricula for +2 stage and vocationalisation the Conference reviewed the progress made by different Boards. It will discuss further, when the recommendations of the Review Committee for +2 stage under the Chairmanship of the Vice-Chancellor of Madras University, are out. The report is about to be finalised shortly by the Govt. of India.

"I find from long experience both at school education and university education that our students are very fine. They respond to love and good will shown to them. They have also talents and sincerity but for lack of guidance and leadership from the elders, we have not been able to go forward much."